

INSPECTION REPORT

HOBS MOAT CENTRE

Brackleys Way, Solihull

LEA area: Solihull

Unique reference number: 133531

Teacher in Charge: Mr D Ali

Lead inspector: Ms Maria Landy

Dates of inspection: 3rd – 5th November 2003

Inspection number: 259077

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Pupil Referral Unit
School category:	For pupils with emotional, social and behavioural difficulties
Age range of pupils:	11 to 16 years
Gender of pupils:	Mixed – mainly boys
Number on roll:	49
Centre address:	Brackleys Way Solihull
Postcode:	B92 8QE
Telephone number:	0121 742 6505
Fax number:	0121 742 6507
Appropriate authority:	Solihull local education authority
Name of responsible officer:	Ms Sue Colman
Date of previous inspection:	None – This is the first OFSTED inspection

CHARACTERISTICS OF THE PUPIL REFERRAL UNIT (PRU)

The Hobs Moat Centre provides education for three key groups of young people aged between 11 and 16 years. They are:

- Those pupils who, in the professional opinion of their teachers, **are likely to be permanently excluded**, or to 'self-exclude', should their current behaviour pattern continue. The centre runs preventative courses for target groups who attend for five mornings a week on a four-weekly rolling programme.
- Those pupils who **have been permanently excluded from their school**. The focus is reintegrating them into full time education or training. There is a full-time group and two part-time groups at a local college of further education.
- Those pupils who, in the professional opinion of their teachers and others who work with them, **are likely to be permanently excluded should their current behaviour pattern continue**. This group has individually negotiated timetables.

Admission is regulated by staff at the centre in conjunction with teachers, other professionals, local education authority (LEA) officers and the manager of the Learning Support Service for the LEA. Of the 49 pupils, there are up to 20 in the centre at any one time – also three groups (over 20 students) at the nearby further education college, the rest of the pupils being on individual programmes in a variety of settings. The centre works extremely closely with the 13 secondary schools within Solihull LEA, and provides them with an **Outreach Support and Advice Service**. The pupils served by the PRU are constantly changing. At the time of completing the inspection forms the range of attainment was wide, overall below that expected for the age of the pupils as many have disrupted learning patterns. Two pupils were from black Caribbean and four from mixed white and black Caribbean backgrounds, one from Irish and forty-two from white British backgrounds. No pupil spoke English as an additional language.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1927	Maria Landy	Lead inspector	Art and design, modern foreign languages, drama, outreach support
9974	Daljit Singh	Lay inspector	
20622	Ann Sydney	Team inspector	Information and communication technology, geography, history, English as an additional language
23733	Averil Anderson	Team inspector	Mathematics, physical education, special educational needs
17260	Jennifer Taylor	Team inspector	English, design and technology, music
22821	Linda Wolstencroft	Team inspector	Science, personal, social and health education and citizenship, religious education

The inspection contractor was:

Serco QAA
Herringston Barn
Herringston
Dorchester
Dorset
DT2 9PU

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Hobs Moat Centre's provision is very good. It is particularly good at the centre and when giving outreach advice and support to pupils, parents and schools. It provides very good value for money. Very good leadership by the teacher in charge and key centre staff, together with very good local education authority (LEA) management often results in pupils returning to schools, changing schools, avoiding exclusion and improving their academic and personal achievements. Teaching and learning are good. They are very good at the centre and satisfactory at the college. The provision for the older pupils based in the college is unsatisfactory, however, as the curriculum for the oldest full-time students is too narrow.

The Pupil Referral Unit's (PRU's) main strengths and weaknesses are:

- Very effective teaching at the centre means that pupils learn very well and greatly improve in personal confidence. They make very good progress and benefit greatly from the positive atmosphere and high levels of attention they receive.
- There are excellent links with 13 local secondary schools, who are highly appreciative of the help they receive. This mutually beneficial arrangement works well and pupils benefit significantly.
- The very good outreach service gives flexible, responsive and personalised support to pupils and schools, and it prevents exclusion or redirects pupils to alternative provision so they continue their learning.
- Behaviour is managed very well, skilled staff help each other, and there is a strong sense of teamwork.
- Pupils gain enormously from the very positive relationships formed and the high standard of care and advice they receive, and as a result their attitudes to learning and their behaviour improve.
- The current curriculum is too narrow for the full-time students based at the college. It has deteriorated since last year as students no longer have access to enough specialist facilities.

STANDARDS ACHIEVED

Achievement is good overall. It is very good for pupils in the centre, and satisfactory for students at the college. Standards on entry are usually below those expected for the pupils' age as many have had a disrupted education and often have had poor patterns of attendance or intermittent experience of learning. By the time they leave, however, they often significantly improve their attitudes and behaviour plus their academic standards.

Pupils' achievement at the end of:	in relation to individual targets in:	
	Subjects of the curriculum in relation to last year's examination results	personal and social education
Year 9	Good	Very good
Year 11	Good	Very good

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

The nature of the PRU's provision, the short length of stay of several pupils and the timing of the inspection eight weeks into the term make it difficult to assess achievement over time. Judgements are made in relation to last year's good academic results and the very good personal and social development that pupils make as they improve their behaviour, mature in their attitude to learning and remain in the education system. The main indicator of success is that the number of pupils who are excluded permanently across Solihull LEA has fallen dramatically over the last three years. Hobs Moat Centre has played a major central role in this; it is the hub of the wheel of LEA and local provision. Most pupils leave both the centre and the college with some nationally recognised

qualifications, even those on a four-week part-time preventative course. In the subject sections in Part C of this report, achievement is judged from evidence in lessons seen.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good. Attitudes are very good, and they learn about how others live and to be more tolerant of difference. This is a major strength of the PRU. Behaviour is good and attendance is good when compared to similar provision.

QUALITY OF EDUCATION

The **quality of education provided overall is good.** At the centre it is very good, whilst at the college it is satisfactory. The outreach and support provided is very good. **Teaching, learning and assessment are very good at the centre, satisfactory at the college and good overall.** The curriculum is very good at the centre and the preventative course is very good. However, the curriculum is currently too narrow for the one group of full-time students at the college. This year they do not have access to enough practical, vocational and creative specialist facilities or expertise.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good overall. There are several strengths, especially the leadership of the teacher in charge, which is very good, he has successfully built a very strong team, guided his staff and delegated well, and the level of staff expertise is very high, particularly at the centre. The leadership of other key staff in developing their subjects and in developing skills in providing support services is very good. The effectiveness of management is good overall.

The very good outreach service is very effective, and as a result, is extremely highly valued across the LEA. The local knowledge of the reintegration officer of the range of provision available and the alternative possibilities for pupils experiencing emotional and behavioural difficulties is very good and is used very well to help pupils, parents and schools.

The LEA manager is very good and is very well informed. Governance by the management group is very good, they are aware of what needs to be done to improve provision for the pupils they serve. The monitoring of the college curriculum provision, particularly for full-time students, is an area that requires greater attention.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Both the parents and the pupils think highly of the PRU, as the very positive comments on questionnaires, pupil self-evaluations and parental letters show.

IMPROVEMENTS NEEDED

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

- Improve curriculum provision for full-time students based at the college and how it is monitored.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects and courses

Standards are generally below average, but pupils achieve very well in most subjects at the centre. In the college, achievement is satisfactory overall. Most pupils leave both the centre and the college with some nationally recognised qualifications, even those on a four week part-time preventative course. Boys greatly outnumber girls; they both achieve well, all are well included and there is no significant difference in the achievements of pupils from ethnic minorities or other groups.

Main strengths and weaknesses

- Pupils achieve very well in lessons at the centre.
- Achievements in personal development during tutorials increase confidence and tolerance.
- The range of achievements has extended steadily over the last three years.
- College students did well in last year's results.

Commentary

1. Standards on entry are usually below average. In English, standards in reading, writing speaking and listening are generally just below average. This is in large part due to students' previous reluctance to participate in learning activities. However, achievement in lessons at Hobs Moat is very good because of very good teaching. Achievement is very good in the centre.
2. Pupils enter the centre with a range of mathematical skills and frequently have wide gaps in their knowledge and understanding. Work is carefully individualised to support their needs. Topics of work are chosen to ensure that pupils are covering similar topics at Hobs Moat as they would be in their mainstream schools. In the three years that the centre has been open there has been a steady improvement in the standards. Achievement is very good in the centre, and good overall.
3. Only one lesson was observed in science at the centre and it is therefore not possible to make a firm judgement about overall provision. Most pupils at the centre achieve well in ICT lessons. At the college, achievement in lessons is satisfactory, and a practical course recognised by employers is followed.
4. In art, drama, food technology and in physical education pupils achieve very well and reach average standards as a result of very good teaching. These subjects are practical and relevant and allow pupils to excel at the centre. At the college they are not studied except for physical education; in the one lesson of physical education observed, standards and achievement were satisfactory overall, with a few students being talented basketball players.
5. Standards in personal and social education are generally lower than those expected of pupils of this age nationally. This is because many pupils attending the centre have not previously attended school regularly. The PRU sees personal development as a pivotal element of its work and this focus underpins all other activities, weekly tutorials and in addition important elements of religious education are addressed at appropriate points to promote understanding and tolerance of others.
6. Certain older students link directly into individual courses, or work with specialist vocational training providers, and as a result go on to study at colleges or directly into employment. This is a major achievement for these students as they continue to learn and remain in the education system.

Academic achievement at the Hobs Moat Centre for 2001/2 and 2002/3

AQA units achieved in 01/02 and 02/03 shown by subject area

Curriculum area	Number of certificates awarded 01 / 02	Number of certificates awarded 02 /03	Total awards
Art	6	33	
Pottery	14	45	
PE	59	44	
Maths	9	31	
Drama	0	11	
English	4	12	
ITC	10	42	
Food Technology	35	91	
Total units awarded	137	309	446

AEB LITERACY AND NUMERACY TESTS

Year 01/02

Year 02/03

Literacy		Literacy	
Level 1		Level 1	
Number of students	Percentage mark	Number of students	Percentage mark
1	90%	2	60%
1	55%		
1	50%		
Level 2		Level 2	
1	90%	1	70%
1	85%	2	55%
1	65%		
1	50%		
Level 3		Level 3	
1	50%	3	60%
		1	50%

Year 01/02

Year 02/03

Numeracy		Numeracy	
Level 1		Level 1	
Number of students	Percentage mark	Number of students	Percentage mark
1	85%		
1	50%		
Level 2		Level 2	
1	80%	1	95%
1	75%	5	90%
1	70%	3	80%
1	80%	1	70%
Level 3		Level 3	
1	90%		
1	60%		

Other academic achievement for Year 11 students

GCSEs Entry level certificates, GNVQs and ASDAN awards.

Year 0 /03

GCSE	
Subject	Number of students
English	2
Maths	4
Child development	1
Science	1
Food technology	1
Total GCSEs achieved 02 /03	9

ENTRY LEVEL CERTIFICATES	
English	2
French	1

GNVQ	
ITC	1

ASDAN	
Complete Bronze Award	1

ACHIEVEMENT BY STUDENTS ON ALTERNATIVE PROVISION 02/03

Training provider or college	Subject	Academic outcomes
East Birmingham College	Electrical installation	NVQ Level 1 & 2
East Birmingham College	Catering	NVQ Level 1
East Birmingham College	Hairdressing	NVQ Level 1
Greenscheme	Groundwork	8 AQA units
Greenscheme	Groundwork	5 AQA units
Greenscheme	Groundwork	10 AQA units
South Birmingham College	Catering	NVQ Level 1
Solihull College	Animal care	NVQ Level 2/3
20/20	IT	Range of adult IT certificates inc CLAIT

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, values and other personal qualities are very good and this is a strength of the PRU. Their spiritual, moral, social and cultural development is very good overall. Behaviour and attendance in comparison to similar PRUs are good.

Main strengths and weaknesses

- Systems for managing and changing behaviour are very good.

- Provision for social and moral education across the curriculum is excellent.
- Successful short-term preventative courses are run on a regular four-weekly basis.
- Spiritual and cultural development are good.
- Central recording of incidents need to be improved and kept more consistently.

Commentary

7. Strong leadership and consistent routines give a clear structure for staff and pupils. Before they arrive, pupils already have agreed targets and know and agree to keep to the rules. The daily rituals of assembly and marks meetings at the end of each session strongly encourage pupils to reflect and evaluate their performance in and out of lessons. The reward system is well thought out and scrupulously carried through. Most lessons have a personal, social and health education content, though it may not be immediately apparent to the pupils. For example a drama lesson required pupils to co-operate with each other to create a character's bedroom. Later in the series of lessons this character would be used to explore teenage problems.
8. Provision for social education and moral education is excellent and for spiritual and cultural education it is good. Each pupil has a tutor assigned to them and excellent tutorials help reinforce the teaching in class. While all pupils have targets specific to them, permanently excluded pupils also have an individualised timetable, some of them in work placements, others in college for all or part of the week. From the outset pupils are given high expectations of their behaviour. They are expected to work in co-operation with others, for example in target setting sessions, and in physical education. Most pupils grow in self-confidence and maturity. One of the main themes of teaching at the PRU is 'respect' and pupils treat the accommodation and staff extremely well. The curriculum for personal, social and health education responds to pupils' needs, for example a module on 'Keeping Safe' explores sex, drugs and safety in different environments and allows discussion of moral values. Staff are good role models and there is a strong feeling of community at the PRU.
9. Provision for spiritual education is good, with a spiritual component to assemblies, and time for reflection in the meetings and tutorials. There are expressive opportunities in excellent art and pottery lessons which stretch pupils' perception of what they are capable of. However there is no music, which would enhance both spiritual and cultural education. Provision for cultural education is good with very good teaching in food technology, art, pottery and drama. There is mention of other beliefs in assembly and pupils are helped to consider others' feelings and how to express their own.
10. Attendance is good compared to similar PRUs, and for many pupils their attendance at the PRU represents a considerable improvement. Pupils almost always behave well in lessons. Although initially 'acting out' or withdrawn they quickly learn to co-operate and begin to trust teachers and pupils. Teaching is very good and even when criticism is needed for some pupils; staff are adept at giving this in a way that maintains pupils' self-esteem. In the rare instances of poor behaviour or bullying, action is taken and followed through with parents. However, there is inconsistent central recording of incidents, if improved this would enable staff to track patterns, or monitor particular types of bullying. There have been no permanent exclusions, the centre having a range of alternative placements or managing moves between schools. Outreach work from the PRU continues for pupils returning to mainstream school, and this contributes to the high success rate for pupils' reintegration.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data (on site)	11.9
School data (off site)	3.6

Unauthorised absence	
School data (on site)	9.1
School data (off site)	10.0

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

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	42	10	0
White – Irish	1	0	0
Mixed – White and Black Caribbean	4	0	0
Black or Black British – Caribbean	2	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE PRU

The quality of education is good overall. It is very good at the centre and satisfactory at the college. The Outreach Service is very good. The curriculum at the centre is good, but it is too narrow at the college. Staff provide very good care, support and guidance. The centre has very effective relationships with other schools, and links with other colleges and the wider community are also very good.

Teaching and learning

Teaching and learning are good overall; very good at the centre and satisfactory at the college. Assessment is good overall.

Main strengths and weaknesses

- Teaching is very good or excellent in most lessons at the centre.
- Staff expertise and specialist facilities combine to provide very good teaching.
- Teaching and learning in tutorials are very good.
- The work of teaching assistants is of consistently high quality.
- High quality relationships with pupils and skilled management of behaviour enhance pupils' learning.

Summary of teaching observed during the inspection in 31 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
4 (13%)	16 (52%)	4 (13%)	7 (22%)	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

Commentary

11. There was a high proportion of excellent and very good teaching and learning, and most of the satisfactory lessons were seen at the college. Teaching and learning at the centre were very good overall and sometimes excellent in English, mathematics and science as well as in drama, physical education, food technology, art and design, and personal, social and health education and citizenship. The fact that so many subjects have high quality teaching is a key strength of the centre. It means that pupils are sure of achieving well in literacy and numeracy as well as other subjects vital to their full reintegration to mainstream schools. That pupils are helped to perform well in physical education and drama will help to give them confidence and poise and contribute significantly to their personal development. Within the centre there is no

difference in the quality of teaching for pupils of different ages, be they attending the four-week mornings only preventative course or attending full time whilst their future needs are assessed. However, for pupils attending the college teaching and learning are only satisfactory. This is of especial concern with respect to the small minority who attend the college on a full time basis.

12. The work of the teaching assistants at the centre and at the college is very good and contributes significantly to the way pupils and students learn and this really helps them to attend and make good progress. At the college they provide continuity for mainly part-time agency lecturers where the provision is not as good as that within the centre.
13. Teaching that is good or better is characterised by a sharp pace, very positive feedback, suitably challenging work and very good behaviour management. The excellent knowledge and understanding of pupils' abilities and needs together with a very good understanding and use of the very good behaviour management policy underpin the success of lessons in the centre. New pupils are welcomed to class and expected to join in immediately, which they inevitably do. This is possible because of the very good work done before pupils actually begin to attend the centre, for example, both pupils and teachers know what targets have been agreed upon and so there is no need to waste time on preliminaries.
14. In one example of very good teaching a Year 9 pupil is asked to reflect on the past week in an individual timetabled tutorial session. The teacher and the pupil review his behaviour targets and the staffs' comments on the week. During the 20 minute tutorial the teacher is very confident, honest and yet supportive, challenging the pupil at absolutely the right level, knowing when to soften and when to push the pupil so that he can self-reflect. The pupil is making excellent academic and personal progress. He has considerable insight into his behavioural difficulties. Through clever and skilled questioning the pupil is asked to identify the good things that he has done, the teacher adds to the list. Teacher and pupil talk very honestly about why he was permanently excluded and what he wants from school. The teacher is obviously very optimistic about getting him back into another school and is prepared to work fast to enable this to happen.
15. Assessment within lessons is very good; it is used very well, both immediately and in the planning of future lessons. Much of the pupils' effort is accredited and the centre includes all the different groups and meets their needs very well. Pupils receive national certificates for several units of work. Mainstream schools receive good quality weekly reports on the achievement in lessons and behaviour of their pupils. It was apparent at a meeting with the 13 'feeder' schools that these assessments were valued and the efforts of Hobs Moat staff were greatly appreciated.

The curriculum

The curriculum is good overall; it is very good at the centre and unsatisfactory at the college, where it is too narrow. Opportunities for enrichment are good. Resources and accommodation are good overall.

Main strengths and weaknesses

- The curriculum at the centre is broad, balanced and highly relevant with very good provision for personal, social and health education.
- There are flexible arrangements and a creative modular approach to ensure purposeful learning for all students.
- The accommodation and resources at the centre are of a high quality.
- There is a high level of accreditation for learning with an impressive number of nationally recognised certificates gained by students throughout the PRU.
- The college curriculum for the oldest full time students is too narrow and does not benefit from the college's specialist facilities or accommodation.
- There are no specialist facilities for teaching science.

Commentary

16. Members of the teaching staff work successfully to provide a broad range of appropriate learning experiences for individuals. Much of this is focused on pupils' and students' personal development, challenging negative attitudes towards school, helping them to manage their emotions more constructively and make positive and informed choices. There are regular individual tutorials in which all learners discuss their progress, as well as daily meetings when pupils receive direct feedback about their behaviour. Drama sessions are a major feature when pupils are encouraged to explore other people's points of view.
17. Much of the work done is based on a national scheme that provides a flexible, modular accredited framework for developing core skills in a variety of contexts. It also helps individual learners plan and take increasing responsibility for their own learning. This system can accommodate pupils who are at Hobs Moat on a short-term or part-time basis, as well as those who will spend longer at the PRU.
18. The centre is welcoming, attractive and comfortable while still providing a purposeful learning environment. The skilled staff team works very well together, providing security and consistency. Resources are good and very well sourced. Teachers look out for materials that will motivate and help pupils succeed. Opportunities to enrich the curriculum by outings and links into the local community such as the recent barge trip and visits to the theatre provide good learning experiences outside the school day in comparison to similar PRUs.
19. There are currently no specialist facilities for teaching science at the centre, although arrangements for teaching science to some pupils are now in place, in conjunction with a specialist science school. The management group are planning to extend the opportunity to study science for more pupils.
20. The college curriculum is too narrow at present for full time students. It provides too few creative or vocational opportunities and too little access to specialist facilities and staff. As a result the students have a less relevant and not as practical experience and do not benefit as much from being in a college setting. This has changed since the start of this academic year; that is in the last eight weeks, as has access to a range of specialist accommodation and facilities.

Care, guidance and support

The very good care, support and guidance provided by staff are valued by most pupils and enable them to learn in a confident, responsible and mature manner. Pupils' views are regularly sought and they are well involved in the work of the PRU.

Main strengths and weaknesses

- The strong commitment from staff and their very effective relationships with pupils and students ensure pupils continue to make progress and learn as responsible citizens.
- The centre has very good arrangements for monitoring pupils' welfare and their personal and academic development.
- The effective arrangements for child protection and health and safety ensure the centre community learns in a safe and secure environment.
- The use of weekly tutorials to seek pupils' views and to improve their attitudes and behaviour is exceptional.

Commentary

21. The centre staff are very conscientious and empathise with those in their care. They systematically monitor pupils' personal and academic development by listening in a caring and

supportive way. Staff use their expertise to mentor pupils and set personal targets to raise expectations, acknowledge and celebrate pupils' achievements and deal effectively with outstanding issues and concerns. Helping pupils achieve and to grow into mature and responsible citizens is a shared aim. This situation pleases both pupils and their parents and carers. Boys outnumber girls, but staff are sensitive to any difference and tailor work and approaches accordingly.

22. The centre also makes very effective use of other specialists and outside agencies. This includes the work of the reintegration officer, LEA education staff and staff from partnership schools and the Connexions service. This enables staff to inform, advise, support and guide pupils and students very well. These arrangements contribute significantly to pupils' academic and personal development. These joint efforts assist pupils in improving their attendance and behaviour, becoming motivated learners and making informed choices about their education and world of work. Induction arrangements are very good, pupils are well prepared before they agree to come to the PRU, their views are sought daily on their behaviour and their work is praised reviewed and valued. Individual weekly tutorials are used exceptionally well to help seek pupils' views, and they are given a chance to be fully involved in the process and this helps to improve their attitudes to learning.

Partnership with parents, other schools and the community

There is good communication between parents and carers and the centre. Staff value parents, contact them regularly and encourage them to support work of the centre. The centre enjoys excellent very effective and trusting relationship with other schools. Links with colleges and the wider community are also very good. The outreach service is very effective and highly valued.

Main strengths and weaknesses

- The very good partnership between centre and community.
- The centre works very hard to ensure regular and purposeful communication with parents and carers.
- The centre effectively promotes teaching and learning and enhances the personal development of all pupils.

Commentary

23. There is very strong and trusting partnership between centre staff and colleagues working in the neighbouring feeder schools and colleges. The regular and efficient line of communication between staff, good quality induction and various reintegration programmes of pupils ensure that pupils continue their education and make informed choices about how they learn and make progress. The outreach service is highly valued, responsive and provides very good support to individual pupils facing difficulties as well as speedy assistance to staff in the Solihull secondary schools; it is very effective in preventing exclusion and providing expert support.
24. Centre staff and teachers from mainstream schools frequently meet to develop teaching and learning, exchanging ideas and information about pupils, and work in a proactive way to raise pupils' self-esteem and reduce permanent exclusions, as well as improve and encourage regular attendance.
25. The work of the centre and learning of pupils is enhanced by visits to art galleries, museums plus work and college placements. These opportunities offer pupils and students experiences that broaden their education and learning and encourage them to think in a more positive way. There are very good links in the community, especially with other training providers, and individual students have work experience placements with a range of employers and firms.

LEADERSHIP AND MANAGEMENT

The leadership of the teacher in charge and other key staff is very good. The governance of the school is very good. The effectiveness of management is good.

Main strengths and weaknesses

- Governance by the management committee is very good.
- Leadership by the head of centre is very good, as is his vision for the future.
- Delegation of responsibilities by the head of centre is very good.
- Leaders provide excellent role models for staff and pupils.
- The concern for individuals and the flexibility of provision to suit particular individual needs are very good.
- The multi-disciplinary approach greatly benefits pupils and their parents and carers.
- Monitoring of college curriculum provision, particularly of students who are full time at college is a weakness of management.

Commentary

26. The chair of the management committee, which has the role of governing body within Hobs Moat, has an excellent understanding of the many strengths and the areas for development of the centre. She is gradually delegating more responsibility to the head of centre, including ensuring he has a full understanding of all the finances connected with it prior to a complete hand over in 2004. This support has had a very real, positive influence on the success of the centre. It is very clear that Hobs Moat is an integral and important part of the LEA's service to young people with emotional and behavioural difficulties. Since Hobs Moat has been on its present site, the number of permanent pupil exclusions has fallen each year. This is excellent as they have risen in almost all other parts of the country and in similar sized LEAs.
27. The very good leadership skills of the head of centre have clearly had a marked effect on the success of the centre. The ethos of the PRU is very good. His calm but firm approach and the respect he shows to both pupils and adults is undoubtedly one of the reasons for the success of Hobs Moat. The head of the centre and other key members of staff are continuously refining and developing the service they give to pupils. Other leaders within the PRU also show very good skills in developing initiatives, working in teams and supporting colleagues both within the centre and across the LEA in the secondary schools. The support given to secondary schools by the centre, and especially the head of centre is second to none and is extremely highly valued by them. Their unanimous opinion is, 'this centre is really successful'. Other comments included, 'if your back is against the wall they are there for you' and 'the head of centre goes not the extra mile but hundreds of miles'.
28. Management within the centre itself is very good but the lack of curriculum liaison with the college is a real weakness. There is too little monitoring of curriculum provision and liaison between the college and subject co-ordinators is virtually non-existent. This has a detrimental effect upon students' learning, particularly the small number who are full time at college and do not have the benefits of Hobs Moat Centre provision. Within the centre the two main aims of management are to be positive at all times and to keep pupils busy. This is achieved very well. Comments are phrased positively at all times, for example when pupils have not gained points for work or behaviour, rather than say 'You have lost points', staff will say 'You chose to give away points'. Approaches such as these have a much more beneficial effect on pupils than negative comments. Certainly pupils are kept busy; the pace of lessons is fast but thorough and pupils are kept purposefully occupied at all times.
29. Self-evaluation of its work in the centre and within schools is very good and action is taken on the findings. Staff performance management is well implemented and involves all centre employees. The review statements are very clear and contain comments concerning staff successes and areas for development. Induction of new staff is good. It is provided by both the

centre and by the Learning Support Service, who run a range of courses including child protection and health and safety. Financial management is very good, both by the head of centre and the management committee, and very definitely helps the PRU achieve its educational priorities.

30. The commitment of all staff to be flexible in their approach to pupils and their individual needs on the Hobs Moat site or within schools and other sites is a particular aid to raising achievement. No pupils with English as an additional language were observed during the inspection, all other individual needs and differences were catered for, and all learners were included well. The most significant weakness in management is the lack of monitoring of the provision purchased at the college.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	333,575
Total expenditure	333,575
Expenditure per pupil	2,900

Balances (£)	
Balance from previous year	0
Balance carried forward to the next	0

OUTREACH SUPPORT SERVICE

The effectiveness of the Outreach Support Service is **very good**.

Main strengths and weaknesses

- The Outreach Service is very effective and as a result highly valued.
- The knowledge of the reintegration officer is a significant strength.
- Excellent links are forged with the local secondary schools.
- The continuum of provision for 11-14 year olds and the network of alternative pathways available are very good.
- In comparison, the limited and low number of options available to 14-16 years is a recognised weakness of the provision in the area.

Commentary

31. The outreach service gives valued, flexible, responsive and personalised support to pupils and schools; it helps to prevent exclusion and redirects pupils to alternative provision so they continue their learning. The main indicator of success is that the number of pupils who are excluded permanently across Solihull LEA has fallen dramatically over the last three years. Hobs Moat Centre has played a major central role in this, and it is the hub of the wheel of LEA and local provision, it is very effective and highly valued provision.
32. Several pupils experiencing problems have been helped to change schools with Hobs Moat staff facilitating transfers to other schools. These ‘managed moves’ and the various other pathways enable pupils to refocus and to remain within the education system, several gaining nationally recognised qualifications. The local knowledge of the reintegration officer, who is based at the centre, is highly valued, he helps to solve problems and give students a new chance to engage in learning. His understanding of the local range of provision and the alternative possibilities for pupils experiencing emotional and behavioural difficulties is excellent. Schools are highly appreciative of the help they receive – this mutually beneficial arrangement works very well and often pupils benefit significantly.
33. The excellent mutually supportive provision established and promoted by key staff in the PRU, LEA and link schools, colleges and other providers is making a very positive difference to learners who otherwise would probably not continue in education or training. The number of

options for hard to reach and difficult to teach pupils experiencing emotional, social and behavioural difficulties aged between 11 and 14 years is much greater than the relatively low number of alternatives available to similar pupils aged 14 to 16 years, and this is a recognised weakness of the provision in the area.

34. At a meeting during the inspection the thirteen secondary schools who work closely with the PRU agreed that Hobs Moat Centre is a very effective PRU and makes a big difference to local schools and pupils' lives. No negative comments were voiced and each representative made extremely positive and supportive remarks about the help, advice and interventions made by the PRU staff. It was evident that all involved value highly the Outreach support they receive and the preventative work the PRU does. The expertise of PRU staff and their quick response, plus preventative courses and follow-up are very effective in minimising exclusions and in getting several pupils back on track to keep learning. Schools are particularly appreciative of the expertise of the Teacher in Charge and the Reintegration Officer's local knowledge and his help with solving difficulties. They like the help they receive in developing 'a pathway of options' for pupils experiencing major behaviour difficulties. They value the help with 'managed moves of pupils' and know that in the last three years the excellent relationships developed and the improving continuum of provision have significantly reduced the level of permanent exclusions. Both staff and pupil training provided by the specialists in the PRU is very good and focuses on improving behaviour.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES

SUBJECTS AND COURSES IN KEY STAGES 3 AND 4

Note: all achievement judgements in subjects are based on the comparatively short time that pupils have attended the PRU. They are therefore primarily related to achievement during lessons seen, rather than achievement over time.

ENGLISH AND MODERN FOREIGN LANGUAGES

English

Provision for English is **good**.

Main strengths and weaknesses

- Standards are below average but pupils achieve very well in the centre, as a result of the very good teaching.
- Members of staff provide very good role models.
- The subject is very well led and managed at the centre.
- Literacy skills are effectively developed across the curriculum, in particular by the way in which core skills are integrated into work for ASDAN accreditation.
- The links between the centre and college provision are weak.

Commentary

35. Standards in reading, writing speaking and listening are generally just below average. This is in large part due to students' previous reluctance to participate in learning activities. Most pupils are confident to speak at some length, expressing opinions and developing ideas. They learn to listen and to build on others' comments in lessons and hear interesting and challenging ideas in assemblies. In tutorials they are encouraged to discuss their emotions, to empathise with others, to think about the impact of their actions on others and to plan for the future. Most of the older students have mature, confident joined handwriting. Their spelling is sometime careless but generally accurate with basic punctuation used correctly. They learn good strategies for planning work, but rarely write independently at length. A pupil with dyslexia uses a laptop with confidence to produce his written work. Most students read aloud accurately, showing an awareness of the audience. They locate information from short passages of text in books or on the internet. Difficulties in concentrating and negative attitudes to school books prevent sustained reading for most, but in comparison to similar pupils they achieve very well in lessons at the centre due to very good teaching.
36. Teaching and learning are very good in the centre, but no English lessons were seen at the college. The best features of teaching are the fast pace and the very good behaviour management – often just using gesture or expression whilst continuing with the subject of the lesson. This engages students very effectively and they work hard knowing just what is expected of them and contribute well, members of staff consistently model what is needed. When it is necessary to address difficult behaviour, this is done in a positive, low key but clear manner, very skilfully so that students usually apologise without losing face and carry on with the lesson. Resources are very well chosen to build ideas and concepts or to help fill in gaps in students' learning quickly, such as the short versions of GCSE texts that have been purchased.
37. The subject is thoughtfully and creatively managed at the centre to accommodate the wide diversity of needs and timescales, which can range from part-time, short-term work to develop skills and positive attitudes for Year 7 pupils to supporting mainstream GCSE course work. Very good curriculum and assessment is in place at the centre that can be used flexibly to respond to individual needs. It is based on a very good baseline assessment. However, there is very little connection between work done at the centre and the work of college tutors with older students.

Members of the PRU staff have no input into the content or quality of college courses, it is not currently part of their role, as a result the curriculum at the college is not as well resourced and student achievement is not as high. Opportunities for joint training and closer working are being explored.

Language and literacy across the curriculum

38. In lessons in the centre and at the college, staff are very sensitive to pupils' individual needs when developing their reading, writing and spelling skills. Several pupils have experienced difficulties in the past and need to be assisted gently to attempt any extended writing or reading. The use of computers in researching and in drafting and redrafting and in presenting work is helping this. Staff have realistic expectations, for example in a food technology lesson pupils were recalling the process of making sausage rolls at the end by listing in order what had been done. In art, reading was encouraged by asking pupils to choose from reference books which artist to study. Staff pay good attention to developing language and literacy skills and this has a positive impact on the way pupils learn and the recognition they gain from external accreditation. Literacy skills are effectively developed across the curriculum, in particular by the way in which core skills are integrated into work for ASDAN accreditation.

Modern foreign languages

This subject was not inspected. It is only taught if an individual has enough time at the centre and particularly requests it. It has been taught in the past, as the results show.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are below average, but achievement is very good in the centre.
- The curriculum is interesting, stimulating and very relevant to the pupils.
- Teaching in the centre is very good, particularly the high level of questioning.
- There are very good links to the National Numeracy Strategy as used in mainstream schools.
- The support for pupils taking GCSE mathematics is very good.
- There is very limited liaison between the centre and the college.

Commentary

39. Standards are below average, but achievement is very good in the centre Pupils enter the centre with a range of mathematical skills and frequently have wide gaps in their knowledge and understanding. Work is carefully individualised to support pupils' needs. Topics of work are chosen to ensure that pupils are covering similar topics at Hobs Moat as they would be in their mainstream schools. For example, in the spring a unit on statistics was studied as this was the Numeracy Strategy topic to be studied by Year 8 at this approximate time. This is particularly important in the reintegration of pupils back into their old or new secondary schools. AQA nationally accredited modules are studied and pupils are very pleased with the certificates gained. The support for pupils taking GCSE mathematics is very good.
40. The quality of teaching in the centre is very good, especially the high level of questioning; it is lively and the pace keeps pupils alert and eager to succeed. Assessment is very good at the centre. It visibly helps the improvement of pupils' self-esteem. The teacher/subject co-ordinator has a very good knowledge of her subject, continuously evaluates and improves the courses taught and has a very clear understanding of the pupils' needs and abilities. Learning is very good, as a result. The quality of teaching, learning and assessment at the college is satisfactory. All but six college students receive 50 per cent of their mathematical lessons at

the centre, where they receive very good teaching, and their learning is of an equal standard to pupils who have all their mathematical lessons there.

41. Mathematics is very well led at the centre, but the liaison between centre and college staff is not well established as it is not currently seen as part of the subject leader's role, and the provision is very separate although some joint training for staff is being discussed.
42. In the three years that the centre has been open there has been a steady improvement in the range of examinations and the standards achieved by pupils. Pupils take AEB Numeracy Tests, Standardized Attainment Tests and GCSE. During the year 31 AQA certificates were awarded. Considering the length of time pupils attend Hobs Moat (at the most six months and those on the Preventative Course four weeks of mornings only) these results are very creditable.

Mathematics across the curriculum

43. Pupils use their mathematical knowledge well as part of their work in other subjects such as in food technology, for example they weigh out ingredients with accuracy. They also use their improved numeracy skills in physical education when recording their personal results during their strength and stamina building activities.

SCIENCE

44. Only one lesson was observed in science and it is therefore not possible to make a firm judgement about overall provision.
45. Until recently the centre was unable to include science as a discrete subject in the curriculum. This is because there is no appropriately qualified teacher or specialist accommodation for science and the overall focus for curriculum development has been in other areas. From pupils' work it is clear that scientific elements in other areas such as food technology have been explored. A recent development has been the establishment of a short science course for some pupils. The centre has begun to develop its provision for science with a specialist science school with teachers from the specialist school working alongside PRU staff. Opportunities have been thoroughly explored by the two schools and plans are now in place to develop the current project into more permanent provision for science.
46. The first lesson in this pilot project occurred during the inspection. The lesson observed was excellent. The visiting specialist teacher was well supported by a member of staff from the PRU and this ensured that work proceeded at a brisk pace and pupils were well managed. The resources chosen were well matched to the needs of the pupils and included equipment loaned by the specialist school. Pupils learned about cell structure and one pupil described enthusiastically what he had learned in the lesson two days later. This collaborative work is well supported by senior staff in both establishments and means that the centre is now well placed to establish appropriate provision for more pupils and to access support for new PRU staff teaching science.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- Pupils' attitudes, application and productivity are good.
- There is a very good ratio of computers to pupils.
- There is very limited clear information on what pupils can already do, which makes individualised lesson planning difficult.
- The range of ICT activities across the curriculum is too limited.
- There are poor links with specialist staff in other schools and at the college.

Commentary

47. Most pupils at the centre achieve well and reach standards at or near those expected for their age in ICT lessons. This is due to staff maintaining a calm atmosphere to work in. In a short space of time many pupils gain certificates to show how they can apply ICT in practical situations. There is a very good ratio of computers to pupils, they enjoy their work and benefit greatly from the high level of support they receive. Several pupils demonstrate good knowledge and skills, their attitudes, application and productivity are good.
48. At the college, achievement in lessons is satisfactory. Students complete the introductory CLAIT course, which is recognised as a practical ICT course by employers. For a small minority of pupils at the PRU the work is repetitive because of the lack of academic information following them from their schools, and there are poor links with specialist ICT staff in “feeder” schools.
49. Teaching and learning are satisfactory overall. Teaching is good in ICT lessons at the centre, and satisfactory at the college. The ICT suite at Hobs Moat allows specialist ICT lessons. Topics are chosen to interest pupils, behaviour management is very good, and time is used well. Assessment is unsatisfactory with very limited information on what pupils can already do, or what they learn at the centre. Most of the work is focused on word processing with a low level of challenge. Pupils apply themselves well in ICT lessons. Pupils with handwriting difficulties, in particular, experience a real sense of achievement.
50. The new co-ordinator has clear ideas for the future. These are extending the curriculum, improving links with feeder secondary schools and links with the college plus extending opportunities for the use of ICT in other subjects at the PRU.

Information and communication technology across the curriculum

51. There are not enough opportunities to extend pupils’ range of ICT skills within other subjects, even though each classroom has a computer and groups are small. Teachers are not always aware of the potential for ICT in their subject, and it is not always included in their longer term planning. This is an area that requires further development as it is not fully exploited in several subjects.

HUMANITIES

Humanities was not inspected.

TECHNOLOGY

Food technology

Provision for food technology is **very good**.

Main strengths and weaknesses

- The subject is of particular relevance to students, who make very good progress in lessons and reach standards in line with that expected for their age.
- There is a well planned, relevant programme of work with a high level of accreditation.
- Teaching and learning are very good.
- The subject is very well led and managed by a teacher with very good subject knowledge.

Commentary

52. Students clearly enjoy their food technology lessons. They are supported to develop detailed plans for their work and to conduct increasingly complex research from books and the Internet. Where appropriate, they think about the impact of different principles, cultures, faiths and medical needs. The oldest pupils cook full meals to a range of constraints and considerations, such as a healthy packed lunch for a vegan.
53. The programme of work is flexibly organised to include useful and extensive information about health and nutrition. A significant element of planning and research is demanded before each cooking session. This helps students develop their literacy and organisational skills. One student was heard telling a new arrival that he hated writing too, but the only thing was to get on with it or they'd never get to cook. Several students also do some of the preparation at home, where the process would take longer than a school lesson. This involves families very effectively.
54. Teaching is underpinned by very good subject knowledge, so students get the benefit of expert tips and suggestions. There are very high expectations of behaviour and students are very well motivated to conform to these and other health and safety demands because they see a high quality, valued end product. Food technology is very well led and managed by a teacher with very good subject knowledge and as a result pupils really enjoy the subject and benefit enormously from the success they experience.

VISUAL AND PERFORMING ARTS

Art and design including pottery

Provision in art and design is **very good**.

Main strengths and weaknesses

- Achievement in lessons is very good at the centre.
- The quality of teaching is very good with excellent features.
- Pupils experience success and really enjoy their lessons.
- Relationships with staff are very good.
- All pupils who study art work towards nationally recognised qualifications.
- The leadership and management of the subject are very strong.
- The use of ICT in art is too limited.

Commentary

55. Pupils do not stay at the centre for very long as they mainly return to mainstream schools or move to college provision or other training providers, but if pupils do study art and design they have their own display board at the centre and their artistic achievements are celebrated. Standards are average, but achievement in lessons is very good. Art is not studied by the students at the college and their opportunities to be creative are currently too limited.
56. Teaching and learning are very good and are greatly assisted by the very good relationships formed with staff. A very wide range of approaches, options and pupil choice means that the pupils feel highly involved, experience success and really enjoy their lessons. The use of ICT in art is too limited and as a result the pupils do not get enough opportunities to design using computers or research aspects of art. This has been recognised by the subject leader and is being addressed.
57. Resources, materials and excellent staff expertise are used very effectively. Lessons are very well planned and tailored to individuals' needs. Very good relationships and behaviour

management ensure that pupils enjoy their work as well as being productive. During pottery lessons, pupils learn how to throw a pot, how to follow instructions and take responsibility for clearing up afterwards. They benefit significantly from the expert knowledge of the teacher and the patient, calm and confident way they are taught. As a result they take pride in their achievements and are motivated to try even harder. This is also true in art, where another teacher is well prepared with lots of ideas and helpful strategies that allow the pupils to try and succeed. Pupils often make rapid progress, as in one lesson when pupils were drawing self-portraits using mirrors and were able to consider the different styles of other artists. The pupils learn to tolerate help and suggestions of how, for instance, to improve their drawing by looking extra carefully. They like the fact that they are working towards national certificates and gain high levels of accreditation. They are proud of the outcomes and praise is used very well to help them grow in confidence, behave better and meet their individual targets.

58. Art and design in the centre is very well led and managed. Full-time students at the college are not currently given the opportunity of studying art and design and this is limiting their creative development.

Drama

Provision in drama is **very good**.

Main strengths and weaknesses

- Achievement is very good.
- Teaching and learning are very good.
- Relationships are very good and pupils are fully involved throughout lessons.
- Support staff make a strong contribution.

Commentary

59. Standards are average but pupils achieve very well because of very skilful and well prepared teaching. Drama lessons have a strong link to the pupils' personal and social development; pupils are helped to think through what effect their behaviour has on teachers and how they show their attitudes by their actions, and this really helps pupils' personal development. Lessons are used very well in exploring emotions, and support staff are very skilled at relating to pupils and at getting them to be able to say how they feel. Behaviour is expertly managed and humour is used very effectively; as a result, teaching and learning are very good.
60. Topics chosen address the real issues of why pupils are getting into so much trouble in secondary schools with certain teachers. Lessons often directly address attitudes to school, and provide opportunities for pupils to practise how to improve their eye contact, body language and facial expressions in preparation for when they return to mainstream schools. In one lesson pupils were asked to think about what makes good teachers and bad teachers and how students can affect this. Pupils were very well supported in making high quality contributions as relationships are very good. Support staff are used very effectively.
61. Drama courses, led by the teacher in charge, are also run in mainstream feeder schools as a means of helping to prevent behavioural difficulties and improve pupil behaviour. Drama is well led and managed. Drama is not currently studied by the full time students at the college.

PHYSICAL EDUCATION

Provision for physical education is **good**.

Main strengths and weaknesses

- Achievement is very good in lessons at the centre.
- Pupils enjoy their lessons.
- Teaching and learning are often very good.
- Good practical use of self-control techniques and good behaviour is learnt in centre lessons.

Commentary

62. Standards are average but achievement is good overall. Two full lessons were observed in the centre, one in Year 8 and one in Year 10. Several other lessons were observed in passing and the involvement of pupils and the quality of their skills and involvement was never less than good and often very good. Pupils enjoy lessons and experience a wide range of sporting activities during their stay at Hobs Moat, including badminton, table tennis, athletics, circuit training, basketball, cricket, unihockey and soccer skills. The emphasis in lessons is to encourage pupils to be as active as possible, at whatever level, and to ensure that they have a range of skills that are transferable to outside leisure activities which will help their social skills as well as their fitness. Units of work are based around AQA modules and also tie in with ASDAN work where possible. Last year 44 AQA certificates were awarded. This is a creditable result considering the short length of time many pupils spend at Hobs Moat.
63. Teaching and learning are very good; the teacher/co-ordinator is skilled in both subject knowledge and his understanding of the needs of the pupils. He uses physical education lessons to provide practical opportunities for pupils to demonstrate their own self control and behaviour management skills, for example, in helping others to improve their serving skills in table tennis and to tolerate losing points in badminton as well as improving their own skills. Physical education is well led and managed at the centre, but links are weak with the college.
64. One lesson was observed at the college. Teaching and learning were satisfactory. Most students at the college also have physical education lessons on the centre site, which are of a high quality.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

The provision for personal, social and health education is **very good** overall.

Main strengths and weaknesses

- Personal development is central to the work of the PRU.
- The curriculum is particularly relevant to the age and needs of the pupils.
- Within the centre, teaching and learning are of a consistently high quality.
- Pupils are given regular feedback on their progress.
- The subject is well led at the centre.
- Pupils' work is recognised through good opportunities to gain nationally recognised qualifications.
- At the college, activities in lessons are not always sufficiently challenging.

Commentary

65. Standards are generally lower than those expected of pupils of this age nationally. This is because many pupils attending the centre have not previously attended school regularly. The PRU sees personal development as a pivotal element of its work, this focus underpins all other activities and in addition important elements of religious education are addressed at appropriate points to help to promote greater tolerance of others and to understand difference. Achievements are good when compared with similar pupils.
66. Pupils meet with staff in the centre at regular times during the day. On arrival pupils and staff gather for assembly. In those observed staff shared experiences with pupils and introduced

topics such as festivals from different faiths and cultures. In one assembly a teacher talked about using maps to plan a journey using the analogy to introduce the idea that individuals are responsible for their actions and can make choices about what they do.

67. Teaching is good overall; it is very good in the centre and is good in the college. In the centre, activities are very well planned. Teachers and support staff know pupils well and develop positive relationships, which help them to approach difficult issues sensitively. Very good use is made of individual target setting sessions. Pupils are encouraged to reflect on their achievements during their time at the centre. Issues and incidents are discussed sensitively and pupils are continually encouraged to take responsibility for their actions. Expectations are high and work is well matched to the age and needs of the pupils. In sessions at the college this is not always the case. Activities planned for students sometimes lack challenge and do not always hold their attention for the duration of the session.
68. Pupils follow a programme of work that is very relevant to their age and needs, it leads to the ASDAN Award, and these are nationally recognized qualifications. Assessment is good overall; it is very good at the centre and good at the college. Through work in this area pupils are able to demonstrate an understanding of different faiths and cultural traditions and to undertake personal challenges. Success is regularly celebrated by pupils and staff in both group and individual meetings. The programme is well led, planned and managed; it includes sex and relationship education and drugs awareness. The subject leader at the centre is knowledgeable and enthusiastic; she has a clear view of the contribution this area makes to pupils' overall progress during their time at the PRU.
69. Whilst both the centre and the college place this area of work at the centre of their curriculum, there is insufficient liaison and monitoring between the work of the centre and the college. This results in inconsistent quality between the two main sites. At the centre there is a whole team approach which is mutually supportive and highly effective. At the college the smaller core team, mainly the teaching assistants and one lecturer, provide the continuity for the students and help several part-time agency and college staff service the courses. Overall this is successful as these often extremely disaffected students like being at the college. They enjoy learning in a more grown-up setting. This has a positive impact on their personal, social and emotional development, their attendance and behaviour and consequently on the amount they learn.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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