

INSPECTION REPORT

NEWSTEAD CENTRE

Kirkby

LEA area: Knowsley

Unique reference number: 104418

Centre manager: Lena Wheatley

Lead inspector: Sarah Mascall

Dates of inspection: 4th – 6th May 2004

Inspection number: 259095

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

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INFORMATION ABOUT THE CENTRE

Type of Centre: Behavioural, Social and Emotional Difficulties
School category: Pupil referral unit
Age range of students: 14-16
Gender of students: Mixed
Number on roll; 80

Centre address: Bracknell Avenue
Southdene
Kirkby
Merseyside
Postcode: L32 9PW

Telephone number: 0151 477 8382
Fax number: 0151 477 8383

Appropriate authority: The local education authority
Name of chair of management committee: Pat Tunna
Date of previous inspection: Not previously inspected

CHARACTERISTICS OF THE CENTRE

Newstead is a pre vocational Centre for boys and girls aged between 14 and 16. Students have social, emotional and behavioural difficulties and nearly all have been excluded from their mainstream schools. When students start at the Centre their levels of attainment are often low because many have had a disrupted education. Students come from all over the borough of Knowsley and many are from the most deprived areas. At present, there are 80 students who attend courses either in the Centre or courses organised by the centre at the local college. Six students are in the care of the local authority. Nearly all are white British and this is representative of the area from which they come. There are no students who have English as an additional language. One student is registered at the Centre and another school. Three students have statements of special educational needs.

The Centre has been developed on its present site following the closure of a school for pupils with emotional and behavioural difficulties which was previously based there. It has gone through a period of transition and only in the last two terms has become fully established.

The Centre has had problems recruiting and retaining staff and there are currently a number of temporary teaching staff in post.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20536	Sarah Mascall	Lead inspector	English, leisure and tourism, sport, national skills project
9981	Saleem Hussain	Lay inspector	
29452	Chris Emerson	Team inspector	Performing arts, citizenship, personal, social and health education
28106	Michele Majid	Team inspector	ICT, business studies, health and social care
20024	Paul Wright	Team Inspector	Mathematics, engineering, technology and manufacturing

The inspection contractor was:

Altecq Education

102 Bath Road
Cheltenham
Gloucestershire
GL53 7JX

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Newstead provides a **good** education for its students. It has many strengths, particularly in the care and support given to students, and the success it has in enabling many students to return an educational setting. Teaching and learning are good and as a result, students achieve well. Leadership and management are good and ensure that the Centre is developing well. The Centre provides good value for money.

The Centre's main strengths and weaknesses are:

- The curriculum is very innovative and is appropriate in preparing students for life out of school.
- Staff have very good subject knowledge and use this well to extend students' skills.
- Relationships between staff and students are very good and behaviour is well managed.
- The management committee are a very effective group in supporting the development of the Centre.
- Good leadership has ensured that there is commitment, and a whole Centre approach by all staff in providing a caring supportive environment.
- Insufficient attention is paid in developing students' skills in reading and writing.
- Students are not encouraged enough to use ICT whilst learning other subjects.
- Although many students' attendance has improved, there are still a high number who do not attend on a regular basis.
- Links with the community are used very well to support students' learning.
- There are limited opportunities for students to develop awareness of life in a multi cultural society.
- Accommodation is very good and this enables staff to provide a good range of subjects for students to study.

The Centre has not been inspected before.

STANDARDS ACHIEVED

Students' achievement at the end of:	in relation to individual targets in:	
	Subjects of the curriculum	Personal and social education
Year 11	Good	Good

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

Students' achievements are **good**. They are very good in food technology, business studies, beauty therapy and performing arts. Students achieve well in mathematics, leisure and tourism and travel and tourism. In English students make good progress in their speaking and listening skills. They make satisfactory progress in reading although there are no planned opportunities for those students with limited reading ability to improve their skills. Progress in writing is unsatisfactory. Students are very resistant to writing and there is insufficient focus on developing their writing skills other than in English lessons. In information, communication and technology (ICT) students' achievements are satisfactory. Personal, social and health education and citizenship are effectively promoted throughout the Centre and, as a result, students achieve very well in these areas. Students make good progress in the individual targets they are set. Students have positive attitudes to the Centre and many have improved their attendance. However, there is still a number who do not attend the Centre or college on a regular basis and attendance is unsatisfactory. Students respond well to the merits and reward systems and behaviour is good. The spiritual, moral, social and cultural development of students is **satisfactory** overall, but students are not well prepared for life in a multi cultural society.

QUALITY OF EDUCATION

The quality of education is **good**. Students benefit from good and often, very good teaching and learning is **good**. Teachers are very secure in their subject knowledge and have very good relationships with students. They are enthusiastic and provide very good role models. However, students are not given enough opportunities to develop their literacy and ICT skills. Specialist behaviour support assistants (SBSAs) work closely with the teachers and support students well. Assessment of students' achievements is satisfactory. There are good systems in place for checking students' progress. However, they are recently developed and are not yet used to ensure that work set for students' is always matched to their ability. The curriculum is very good and adapted to meet the needs of each individual and this is a strength of the Centre. It provides students with a wide range of opportunities to develop their skills in preparation for work and college. Accommodation is very good and is used well to enable the centre to provide a range of subjects. The community is used very well to support the work of the Centre and there are good links with schools and colleges. The systems for supporting students' care and welfare are very good and students receive good support and guidance. Students are involved considerably in the life of the Centre. Links with parents are good, although not all parents are successful in encouraging their children to attend regularly.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. The centre is well led by the centre manager and acting deputy both of whom form an effective team. They have worked well in developing the Centre's curriculum and have ensured that there is a strong focus on preparing students for the world of work. Management of the Centre ensures that staff are well informed and there is a good commitment amongst all staff to develop the Centre. The management committee is very well led and plays a very effective role in the development of the Centre. Leadership of subjects and courses is satisfactory. Permanent staff lead their subjects well. However, several subjects are led by temporary staff in post and they are not as effective.

PARENTS' AND STUDENTS' VIEWS OF THE CENTRE

Overall parents are pleased with the progress their children make. They feel well informed and are grateful for the support they receive from staff. Students are positive about what the Centre has done for them. They are proud of their achievements and appreciate the work of the staff.

IMPROVEMENTS NEEDED

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

- Continue with efforts to improve students' attendance.
- Provide more opportunities for students to develop their skills in writing and ICT.
- Provide opportunities for students to increase their awareness of life in a multi cultural society.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY STUDENTS

Standards achieved in areas of learning, subjects and courses

Achievement is good for all students.

Main strengths and weaknesses:

- Students have considerable say in the courses they do and, as a result, they are well motivated to learn and achieve.
- Students make very good progress in a range of vocational courses.
- Students' skills in ICT and writing are not extended well enough in all subjects and courses.
- Unsatisfactory attendance affects the progress of a number of students.

Commentary

1. When they start at the Centre, students' levels of attainment are below average because nearly all have been excluded from their mainstream schools or have refused to attend school for long periods of time. By the time they reach Year 11 most are working to gain qualifications in GCSE, entry level or NVQ. Parents and students are very proud of the fact that students will leave with qualifications; a small number are expected to gain up to seven GCSEs. The reason students do so well is due to the flexibility within the curriculum which enables them to choose the courses they wish to do. They have ownership of their learning and are able to focus on areas in which they think they can do well.
2. Students achieve very well in business studies, food technology, beauty therapy and the performing arts because the Centre has ensured that specialist teachers teach these subjects. Staff are very well qualified and have a very good understanding of how to capture students' interest in their learning. Their very good subject knowledge enables them to show students what they need to do through "modeling" such as in dance. In nearly all other subjects, and courses, including mathematics, students achieve well. This is the case for all students including those which the Centre has identified as having additional special needs. There is no difference in the achievements of boys and girls. One student has been identified as gifted and talented and the Centre has ensured she gets extra tuition to improve her skills in music.
3. Students' achievements are satisfactory in ICT and English. Development of these subjects has not been consistent until recently and this has resulted in a lack of a whole school approach to ensuring that students always make appropriate progress. Students' achievements in speaking and listening are good because staff encourage them to converse both formally and informally during the day and to listen to each other. Students' progress in reading is satisfactory. Support staff are used well to work with those students who have difficulty with reading, but there is not a consistent approach to developing students' skills. In writing students do not make the progress they should because there are limited opportunities for students to practice their skills other than in English lessons. Since staff do not expect students to write in detail in other subjects and courses, students are reluctant to put pen to paper in English lessons and therefore do not achieve as well as they should. Opportunities to use ICT in subjects and courses are limited and, as a result, students are not able to practise the skills they have developed in their ICT lessons.
4. Students make good progress in their personal, social and health education and in citizenship. The very good relationships with staff and the very high expectations that students will behave and conform ensures that they achieve well in these areas. Opportunities to attend college and use local facilities further enhances their social skills and understanding. Targets are set by staff with students and they make good progress in achieving these.

5. Despite the Centre's best efforts, there is still a too high percentage of students who do not attend the Centre or their courses regularly. This clearly affects the progress they make and prevents them from doing as well as they could. As a result, the achievements for this group of students are unsatisfactory.

Students' attitudes, values and other personal qualities

Students' attitudes, behaviour, values and other qualities are **good**. Their spiritual, moral, social and cultural development are **satisfactory** overall. Attendance is **unsatisfactory**.

Main strengths and weaknesses:

- The very good relationships between adults and students and the support provided enables students to improve their behaviour and attitudes to learning.
- There are good procedures for monitoring incidents of serious behaviour.
- The Centre provides good opportunities to help students to develop their social skills and self-esteem.
- Students are not well prepared for living in a multi cultural society.
- Despite the Centre's efforts to improve attendance, a significant number of students have poor attendance rates.

Commentary

6. Before joining the Centre many students have not enjoyed school and have done much to avoid learning. The care and understanding of staff is successful in encouraging students to develop a more positive attitude to their learning. Those, who attend regularly, take a genuine interest in activities that are on offer. The Centre encourages students to reflect on how they can improve their behaviour and provides a good ethos where students can flourish. Students talk about their problems and concerns to staff because they have very good relationships with them and feel valued. This was confirmed by parents and students. Regular meetings with staff to talk about their targets enables students to remain focused. As a result, behaviour in classes and around the Centre is good. Staff constantly remind students of what is and what is not acceptable and students' moral development is good. One parent commented on how her son now apologized when he did something wrong which he had never done before joining the Centre. A behaviour and rewards system is in place but is not used a great deal in lessons because of the good teaching and relationships. Good procedures are in place to monitor and record any incidents of behaviour which causes concern. These procedures are known and understood by the students. In addition students have confidence that bullying, racism and other forms of harassment will be appropriately addressed by staff.
7. Students' social development is good. They are polite and friendly towards visitors and willing to chat and answer questions. Discussions with students indicate that they feel trusted to do things on their own and are treated in a mature way which does much for their self-esteem. They have the chance to work in a variety of group and social situations and take on responsibilities. For example, through the peer "twinning" programme, the more mature students participate in helping new students to settle into the Centre.
8. Students work co-operatively together and this is very evident in therapeutic and beauty sessions. These sessions are very calm and relaxing and contribute to students' satisfactory spiritual development. Weekly assemblies provide students with an opportunity to celebrate their own and others successes.. Students have participated in a fund-raising event for "Children in Need" to help them consider those less fortunate than themselves.
9. The Centre is making progress towards providing experiences from different cultures which it recognises are not adequate at the moment. For example, there has been an African Band Day where students have used the ethnic instruments, students have visited "The Beatles Story"

museum and the boys have played at Liverpool’s football academy. Displays around the Centre provide information from various countries. However, cultural development is unsatisfactory overall. There is little opportunity for students to look at their own culture and although students discuss racism in personal, social and health education and citizenship, there is no programme to prepare them for life in a multi-cultural society.

Ethnic background of students

Categories used in the Annual School Census	No of students on roll
White – British	80
Mixed – any other mixed background	0
Black or Black British – Caribbean	0

There have been no exclusions from the Centre in the last year.

Attendance

Attendance in the latest complete reporting year (%) These figures relate to the first 2 terms of Newstead Centre.

Authorised absence		Unauthorised absence	
School data:	23.75	School data :	32.06
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.

10. Although attendance is low and unauthorised absence is high overall, it is important to note that the Centre has made good improvements in these aspects since the start of the academic year. A significant number of students are attending more often than they did at their former school. This is due to the Centre’s very good procedures and initiatives to improve attendance. Every effort is made to encourage students. For instance, the Centre works closely with parents, and rewards such as gift vouchers are given for improved attendance. Where necessary, the Centre works effectively with the school attendance service regarding truancy. Students’ punctuality to the Centre is satisfactory.

QUALITY OF EDUCATION PROVIDED BY THE CENTRE

The quality of education is **good**. Students benefit from **good** and often very good teaching. The curriculum is **effective** in providing a good range of courses and subjects. The care and welfare of students is **very good**. Support and advice and the involvement of students in the life of the Centre are **good**. Links with the community are **very good**. Links with parents and schools and colleges are **good**.

Teaching and learning

Teaching and learning are good.

Main strengths and weaknesses:

- Very good subject knowledge is used well to extend students’ learning.
- Effective planning ensures lessons are interesting and students achieve well.
- Opportunities are missed to develop students’ skills in ICT and in writing.

- Relationships with students are very good and students respond well to this by behaving well.
- Specialist behaviour support assistants ensure that teachers and instructors are well supported in lessons.
- The good systems to assess how well students are learning and achieving are recently developed and not yet used effectively.

Commentary

Summary of teaching observed during the inspection in 28 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	9	12	6	0	0	0

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

11. The very secure knowledge of teachers and instructors about their subjects enables them to explain quite complex theories to students in a way that enables them to understand. This is most evident in business studies where the teacher introduces concepts such as Maslow's hierarchy of need and Hertzberg's factors with regards to motivation. There are clear expectations that students will both understand and use these terms and, as a result, students have a very good understanding of these theories. Teachers use their knowledge well to encourage students to participate in lessons. For example, in beauty therapy boys, as well as girls willingly attend for facials and manicures because the teacher ensures that there is both a calm, relaxing atmosphere, and a learning experience in which the students are expected to carry out the procedures in the correct order.
12. Resources are planned well so that students' imagination can be captured and their attention held. As a result of this, they learn and achieve well. Lessons often start with a recap of what has been done in previous lessons and an explanation of what will be learnt during the lesson. Strategies, such as brain storming, are often used and staff record students' contributions on the board or a flipchart which enables students to see their ideas displayed and valued. Many activities are imaginative, for example, when students are learning about motivation, one of the first activities is a game involving linking paper clips together. Through very good questioning the teacher is able to, encourage the students to analyse why they did the game and wanted to win.
13. Teachers use humour very well to encourage students to work and to make the lessons fun. They often "entertain" and participate in role play with the students. Students do not always come into lessons enthusiastically, but because of the positive approach of staff and the very good relationships there are between staff and students it does not take students long to settle and work. Praise is used well by staff and every opportunity is taken to encourage students to work harder. Often, the Centre's behaviour strategies are not used because they are not needed. Students respond to a firm word, often knowing that they might have gone too far, for example in a food technology lesson when a student started being silly, one look from the teacher made him change his mind and he settled to his work. However, the behaviour management system is not used consistently by all staff who are not as experienced in working with the students. This results in students becoming uncooperative and not completing work.
14. Whilst the aims of the lesson are always made clear to students, opportunities are missed to ensure that they have an understanding of relevant vocabulary. There is little in the way of written presentation other than through worksheets and few opportunities for students to respond to written questions in detail. In a few classes there are very good displays of key words but these are not used to remind students of those relevant to the lesson or draw students' attention to them. A great deal of time is appropriately taken in discussion and students' views are valued. They learn to listen well to each other and staff and can present a discussion point well. A number of students struggle with their reading and there are occasions when work is adapted for

them. However, this is not always the case and support staff are usually allocated to work with students to help them read. Although this is a good use of time, it does not address the problem of developing students' reading skills over time. Most classes have a computer, but staff do not use these to support learning and opportunities are missed to extend students' skills in ICT.

15. SBSAs work well with teachers and instructors and contribute well to students' learning. They know students very well and use their initiative when they see a potentially disruptive situation developing, talking quietly to students and, if necessary, taking them out of class. Where a new member of staff is not confident the support staff play a very effective role in working with small groups and helping ensure that students remain on task.
16. All students are assessed in reading and mathematics when they start at the Centre, to give an indication about what levels they are working at. However, this procedure has only been introduced recently and the Centre is not yet able to evaluate students' progress over time. A strength of procedures for assessment is that students are involved in evaluating their own performance and progress. Although a few teachers set clear learning targets for individual students, this is not the case in all lessons. Consequently, in a number of lessons it is difficult to measure how well students have achieved or plan future work that is well matched to their ability.
17. The Centre has a detailed marking policy and students are taught the meaning of particular grades mean. This ensures that all staff mark work using the same criteria and students can understand how well they have done. Consistency in marking is also secured through good monitoring systems which include monitoring by external bodies such as the Merseyside Open College Network (MOCN). Following a staff training day, teachers are writing informative comments on students work to help them to improve their performance. The Centre has purchased high quality 'progress files', which will be used to record how well students have done and enable students to demonstrate their achievements when they move to the next stage of education or seek employment.

The curriculum

The curriculum is **very good**. Opportunities to extend the curriculum during and after the school day are **satisfactory**. The accommodation and resources are **good**.

Main strengths and weaknesses:

- The curriculum is relevant and very innovative with very good opportunities to develop vocational skills and skills in performing arts.
- Very good accommodation enables a wide range of courses to be taught.
- Subjects are effectively matched to individual student's interests. However, insufficient time is allocated to developing students' basic skills in literacy.
- A good range of examinations are available so that all students can gain qualifications.
- Sessions which prepare students for learning are effective in preparing students to focus well in lessons.
- Although the community is used well to support students' learning, there are limited organised activities during the day or after school.

Commentary

18. The strong emphasis on vocational subjects in the curriculum is very relevant to the needs of the students and prepares them well for life after school. Students have access to a very good range of vocational courses which are delivered through the Collegiate and at the Centre. This motivates students who have become alienated from a traditional school curriculum. Consequently, they are keen to learn and achieve well in their vocational courses. There is very good provision in performing arts such as music and dance, and by a variety of therapies which are administered by skilled practitioners and include music therapy and massage. This is very

effective in settling students who are distressed, and in maintaining the calm learning environment which is evident at the Centre.

19. Time is used well at the start of the day to prepare students for the day ahead. During lunch staff sit with students and discuss how the day is going and any problems that have arisen. These 'learning readiness' sessions are an effective strategy to ensure that students arrive at lessons focussed and with a positive attitude to learning. Consequently, it helps to ensure that teaching and learning time is maximised.
20. Each student has a carefully planned individual timetable which is negotiated with them when they are admitted to the Centre. This enables the Centre to match the subjects taught to the interests and needs of individual students and supports students' positive attitudes to learning. Each student has timetabled sessions at a local college, with the balance of sessions at the Centre and college being determined by the student's individual needs. Students have access to a good range of examinations and externally recognised qualifications. Many of these are through the Merseyside Open College network (MOCN) which means that students can continue to build on their qualifications after they leave the Centre. Although there is a sufficient amount of English, mathematics and ICT on student's timetables, there is no formal planning to support less able students in developing their skills in literacy.
21. The very good links with the community enable students to gain experiences which enrich their education. For example, the community police officer has obtained football kit for the students and organised a trip for them to play at Liverpool Academy. Students have had satisfactory opportunities to visit local attractions to support their learning such as when students on the leisure and tourism course visited the Beatles Experience. Good use is made of a local sports Centre with students accessing the gymnasium on a regular basis. However, opportunities are missed to develop planned activities during the school day.
22. The Centre has difficulties with the recruitment and retention of staff but do all they can to resolve this issue. The Centre works hard to ensure that staff expertise matches the subjects and courses taught. Where there are staff absences, temporary staff are employed and good links with local schools enables the Centre to "borrow" teachers in emergencies. There is an appropriate induction programme for new and supply teachers.
23. The accommodation at the Centre is very good. It is very well maintained by the site manager and is well treated and respected by the students. There are specific rooms for ICT, food technology and beauty therapy. The Centre is continually looking to improve the provision for the students, for example, by finding room for a "Pause Place" and improving the Centre grounds.

Care, guidance and support

The Centre provides a **very good** level of care for its students and they receive **good** support and guidance. The Centre takes **good** account of students' views.

Main strengths and weaknesses:

- Staff show a clear commitment to the students and their welfare.
- The Centre makes very good use of specialists to support students.
- Procedures for tracking students' achievements in their academic work are not as rigorous as those for their monitoring personal development.
- Students are listened to and their views are valued.
- There are very supportive arrangements for the induction of new students.
- Co-ordination of provision for students with additional special needs is good.

Commentary

24. Arrangements to support students' care, welfare, health and safety are very good. These include procedures for child protection which are very effective and co-ordinated by a knowledgeable and experienced member of staff. Formal policies and practices relating to health and safety are effective and carried out well. All staff act as very good role models and support students well throughout the day.
25. Students are given many opportunities to discuss their problems and concerns and have access to a counsellor. They benefit from the range of therapies available to them and comment that they feel much more relaxed, for example after a facial. Staff are very supportive and show considerable care and patience with the students which has resulted in, for many, a marked improvement in their behaviour and attitudes. The care for students extends to a breakfast club where they are given toast and a hot drink. In addition a very good selection of food at lunch times.
26. Monitoring of students' personal development is good and gives staff the information they need to help students to overcome their personal difficulties and measure the effectiveness of any advice and support provided. However, the monitoring and evaluation procedures for tracking students' achievements in their academic work and involving them in assessing their progress are not as well established as for monitoring personal development. Students receive good advice and information about possible careers.
27. There are increasingly good opportunities for students to have a say in the development of the Centre. Staff listen to them and take account of their ideas and opinions. Students are formally consulted about their views through the student council. When difficulties arise, behaviour support staff and teachers always try to discuss ways of sorting out problems. There are good procedures for welcoming students into the centre. More established students support them over the first few days. As a result, students see it as a place that is going to help them achieve success and gain qualifications.
28. The provision for special educational needs is satisfactory overall. There is a comprehensive Special Educational Needs policy, and a member of staff is identified as responsible for the day-to-day co-ordination of special educational needs. Staff are fully aware of students' individual needs, and there are satisfactory arrangements for annual reviews and transition plans. Students with statements of special educational needs have their statement reviewed appropriately.

Partnership with parents, other schools and the community

There is a good partnership with parents, schools and colleges. Links with other sections of the community are very good. These factors make a significant contribution to students' achievements.

Main strengths and weaknesses:

- The Centre involves parents well through seeking, valuing and acting on their views.
- Parents are well informed about the Centre and their children's work and achievements. The Centre has established many links in the wider community which enrich learning.
- Good links with schools and colleges support learning well.

Commentary

29. The Centre manager and staff are always happy to meet with parents to discuss any concerns, complaints or problems. Staff work very hard with parents regarding issues with their children's attendance, attitudes to learning and behaviour. It is encouraging to see that improvements have taken place in many cases. Parents' views are taken into account in developing action plans to

support their children's learning. For instance, annual reviews with parents of students with special educational needs give parents a good chance to contribute to target setting. The Centre is developing plans to further involve parents in their children's learning. For example, strategies are being developed to establish parents' groups.

30. Parents have many chances to find out about the Centre and how their children are doing. End of term reports are helpful and give parents an early indication of their children's progress against their learning targets. The Centre appropriately plans to hold four parents' evenings each year and the first of these was well attended. Good leaflets produced by the Centre include 'student information' and details about opportunities through the Knowsley 14-19 Collegiate. A draft prospectus is in place and the Centre recognises the need to make it more parent friendly. There is a good emphasis put on making 'good news' telephone calls and sending newsletters home, to celebrate achievement.
31. The Centre has developed very good links with the community through its participation in the Newstead Network Group. Many key agencies and workers in the community share information and develop strategies and operational plans through frequent meetings. This is helping to improve opportunities and provisions for the youth and community in the area. The Centre works very closely and effectively with the Knowsley 14-19 Collegiate in providing a very good range of work based learning opportunities for students. The quality of basic and vocational skills training available in occupations such as hairdressing, car mechanics, construction skills, animal husbandry and game-keeping is impressive. Other links supporting learning include 'Connexions' and the Local Authority who support sex and drugs education and promote healthy lifestyles. Very good links have also developed with businesses, for instance, visits to a local radio station enable students to learn about the media.
32. The Centre has close ties with the Kirkby Federation of Schools and several projects and initiatives are either underway or at an advanced stage of planning. Students have good opportunities to attend college courses and gain academic and vocational qualifications.

LEADERSHIP AND MANAGEMENT

Leadership and management of the Centre are good. Management of subject areas is satisfactory. The management committee is very effective.

Main strengths and weaknesses:

- The clear vision of the Centre manager has ensured that the Centre meets its mission statement of "choice not chance".
- Very good liaison between the Centre manager and the head of the management committee has ensured that the role of the Centre has been developed well.
- Management of the school is effective and ensures staff are well informed.
- Good attention to staff's well-being has ensured positive staff morale.
- Problems in appointing staff have made it difficult for subjects to be managed effectively.
- Budgetary costs of the Centre are still being established and this makes it difficult for the Centre to prioritise in terms of costs.

Commentary

33. The Centre manager has effectively led staff through a difficult transition from an EBD school to a pre vocational Centre. She has achieved this through dedication and determination and a clear vision of what she wants the Centre to provide. Essential to the Centre is the concept of "choice not chance" and the idea that the curriculum is built around the student rather than the other way round. To achieve this she has ensured that good subject specialists have been appointed and that links with colleges enable students to select the courses that match their needs.

34. The Centre manager is well assisted by the acting deputy. Although the deputy has only been in post a short time, they have proved to be an effective team. They work well together and with staff, and the deputy provides a very good role model for new teachers through team teaching and support. Staff meet each morning and daily bulletins ensure that those staff off-site or who come in later are kept well informed. Regular staff meetings, which have clear agendas, enable teachers and support staff to be involved in the decision making process.
35. The leadership of those subjects where staff are permanent, for example business and food technology, is good. There are clear plans for these development of the subject. However, in a few subjects staff are either temporary or on supply and this is making it difficult to ensure there is a whole school approach to teaching the subject. This is particularly evident in literacy where there has not been a co-ordinator in post who is able to monitor how this is provided for in other subjects. Good training and appropriate systems for performance management ensure staff are well trained, particularly in meeting the needs of the students.
36. The management committee is an extremely supportive group made up of representatives from a range of professionals within education, the LEA and local businesses. The chair of the committee brings much to the development of the Centre and staff have benefited from her knowledge and expertise within EBD education. There is a very effective partnership between the Centre manager and the chair which has enabled the Centre manager to be well supported as a new centre manager and to see her ideas come to fruition. Both the senior management team and the management committee are well aware of the strengths and weaknesses of the Centre because there has been good monitoring of teaching and learning both by the senior management team, the chair of the committee and the LEA, all of whom work hard to address areas for improvement. This is very evident in their efforts to provide a very broad curriculum and the range of systems for improving students' attendance. As a result of the efforts by the chair of the committee, the Centre has received very good support from the LEA in addition to all the separate departments and they work closely together to ensure the effectiveness of the provision.
37. The senior management team and the chair of the management committee are well aware of the strains and stresses linked with working with such challenging students and they have provided very good support for staff. This includes access to a counsellor, massages, aromatherapy and beauty therapy. There is recognition that time is needed for planning and all staff have an allocated time during the week to do their planning. As a result, there is a very good sense of team work amongst staff and they are very supportive of each other.
38. Financial planning is satisfactory and the Centre is well supported by a bursar. There are appropriate plans to devolve a full budget to the Centre. This is unusual for a PRU and the LEA has recognised that it needs to be clear about the number of students the Centre will have and the implications of the costs of areas such as travel and college courses. Once there is a formally devolved budget, the Centre manager will have a clearer picture of the costs and she will be able to prioritise improvement more effectively.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES IN KEY STAGES 4.

ENGLISH

Three lessons were seen in English. Discussions were held with senior staff and the English teacher and samples of students' work were analysed.

Provision in English is **satisfactory**.

Main strengths and weaknesses:

- The curriculum is good and reflects high expectations of what students can achieve.
- Speaking and listening skills are well promoted across the Centre
- Students' progress is limited particularly in writing, by the lack of sufficient focus on developing students' literacy skills in other subjects.
- The temporary teacher is developing his skills in managing behaviour, but at times strategies used are not always effective in ensuring that students conform.
- Resources for encouraging students to read for pleasure are unsatisfactory.
- Good management has ensured that there is an appropriate plan for developing the subject.

Commentary

39. The curriculum has been developed well over the last two terms and ensures that students will have a wide range of experiences including poetry and Shakespeare. There are high expectations that the majority of students will gain GCSE's or entry level passes in English.
40. Students' achievements are satisfactory overall. Their achievements are good in speaking and listening because in all subjects students are encouraged to contribute to discussions and listen to each others points of view. Many recognise the need to adjust their speech to different audiences and are developing this skill well. Overall, achievements in reading are satisfactory. Students have studied Macbeth and show a knowledge of the characters in the play. They are confident to read out loud in class and can respond to questions about the texts they have read. However, although they will look at magazines they are not confident or keen to read novels and books for pleasure. There is no time allocated to enable students, particularly those with limited reading ability, to develop their skills in a structured way other than in English lessons.
41. Achievements in writing are unsatisfactory. Students are not consistent in their use of grammar or punctuation and do not use always use formal speech when writing. Despite this, evidence from students' work shows that there have been improvements over time and presentation of work is better than at the start of the year. Students are learning to draft work and, where they are willing to do this, they produce work of an acceptable standard. For example, a Year 10 student's story called "The assassin" was well sequenced and punctuated appropriately. Spelling is a weakness and many students are not confident in this area.
42. Teaching is satisfactory. The teacher has put much hard work into providing a range of experiences for the students and uses his subject expertise well in making lessons varied. However, students are very resistant to developing their skills and although vaguely co-operative are not always keen to work. Behaviour management strategies are not always used effectively by the teacher. However, very good support by the SBSA ensures students make good progress in lessons. There has been a good focus on trying to develop students' skills and students have responded well to some topics for example looking at the difference between typical and realistic heroes. Marking is effective in encouraging students to extend their ideas but not all students appreciate this input. At times, there is too much focus on the more theoretical parts of grammar, for example, commenting on the difference between metaphors and similes or on simple compound sentences, when students are still working at a much lower level.

43. There is no co-ordinator of the subject at present but the temporary teacher is developing the subject and has managed it well in the short time that he has been in post. Planning is good and recognises the need to develop more resources following a detailed audit. It is recognised that, although there are sufficient text books, there is an inadequate stock of novels and reading books that will capture students' interest and encourage them to read. There are limited age appropriate texts to help students learn to read and few resources such as ICT learning based materials.

Language and literacy across the curriculum

44. Literacy across the curriculum is unsatisfactory. Whilst students are encouraged to participate in discussions and read to the class there is little evidence, in any subject, of opportunities for extended writing. One of the reasons students are not making the progress they should in developing their skills is because they are not expected to write in detail in other subjects. As a result English is the only lesson where they are required to write at length and because of this they are very resistant in to do any writing. Students copy from the board, complete closed passage exercises and fill in words and sentences on worksheets, but their experiences are limited and this is unsatisfactory.

MATHEMATICS

Three lessons were observed and discussions held with the subject teacher. Samples of students' work were analysed.

Provision for mathematics is **good**.

Main strengths and weaknesses:

- Good teaching enables students to achieve well against their individual numeracy targets.
- Behaviour is managed in a positive way so that learning is not disrupted.
- Students are learning to adopt a wider range of strategies to solve mathematical problems.
- Marking does not give students sufficient help to improve their work.
- There is no subject leader at present but the subject is managed satisfactorily.
- Information and communication technology is not used sufficiently in lessons.

Commentary

45. Students make good progress gaining knowledge, deepening their understanding and developing mathematical skills. There is an appropriate emphasis on developing basic numeracy skills. The teacher has good relationships with students and works well with the behaviour support assistant. The expertise of the support assistant is a major contributing factor to effective teaching and learning.
46. Students' work shows that they can draw and label three-dimensional models and use more than one strategy to solve complex problems. In a Year 11 lesson, students made good progress in their understanding of probability and are able to list outcomes in a systematic way. However, across the subject there are not enough opportunities planned for students to use information and communication technology to support their learning.
47. Teaching is good because the teacher has very good subject expertise and she is able to make topics interesting and challenging. Regular assessments ensure that students' progress is carefully monitored as they progress through the Centre. However, marking of students' work is inconsistent. Currently, marking concentrates solely on recognising success and does not give students sufficient indication as to how they can achieve more.

48. The teacher formerly responsible for mathematics has recently left. However, the temporary cover teacher, who is on secondment from the local comprehensive has considerable expertise and is continuing with the management and development of the subject.

Mathematics across the curriculum

The use of mathematics across the curriculum is satisfactory. Teachers of other subjects use opportunities for students to use their mathematical skills. For example, in Beauty Therapy students work out the total costs of various treatments to enable them to write invoices. However there is no formal process for ensuring that teachers develop and extend students' numeracy skills.

INFORMATION AND COMMUNICATION TECHNOLOGY

Three lessons were seen in ICT. Inspectors looked at samples of students' work in both year groups and held discussions with students about their work.

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

Main strengths and weaknesses:

- Students make good progress in developing their basic skills in the use of computers but more complex skills are not well developed.
- Teaching ensures that students cover a wide range of topics and there are appropriate expectations that students will gain accreditation.
- ICT is not used well enough in other subjects and courses.

Commentary

49. Students' achievements are satisfactory overall. Those studying an examination course, CLAIT, show a good understanding of a range of skills involved in word processing and the use of spreadsheets. They have used presentation software and know how to move text, images and borders in desktop publishing. Evidence from students' work suggests that not all the work is challenging. For example, students although able to enter data on a spreadsheet have not developed skills in creating their own. In lessons, students occasionally lack confidence and are too dependent on the support of staff. Appropriately higher attaining students in Year 10 have just begun a GCSE single award.
50. Students are beginning a more advanced course on internet use, which reinforce "safe surfing". Work is planned very well and there was suitable extension work for the more able students. The teaching of ICT is satisfactory overall and teachers' subject knowledge is secure. Marking of students' work is not consistent. For example a letter which did not have correct capital letters was graded as excellent and assessment is not always accurate. Students in Years 10 and 11 are following externally accredited courses including GCSE and CLAIT.
51. Leadership and management are satisfactory. The Centre is giving priority to the subject and has bought in advice from an ICT consultancy and the LEA. Development planning is satisfactory but does not always reflect realistic expectations. This has resulted in students studying a full GCSE course that was not achievable. However, the Centre has made the appropriate decision to change to a more realistic course, which has been planned in detail by the supply teacher. There is effective technical support for the computers and the subject benefits from a knowledgeable support assistant, who has a very good relationship with the students. There is a good ICT suite which is very well laid out.

ICT across the curriculum

52. The use of ICT across the curriculum is unsatisfactory, particularly in English and mathematics. It is not planned for consistently and therefore students do not regularly practice and reinforce their skills. However, it is used very well in food technology for researching and displaying recipes and food from around the world. Students also use word processing effectively in retail, where they have imported images of products for a comparison of prices. In travel and tourism, students have used spreadsheets to create graphs.

ENGINEERING, TECHNOLOGY AND MANUFACTURING

Food Technology

Two lessons were observed, students' work and planning documents were scrutinised and a discussion was held with the food technology co-ordinator.

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

Main strengths and weaknesses:

- Students' work hard and gain GCSE in food technology.
- Lessons are consistently very well planned and structured.
- Students are supported in developing skills to look after themselves.
- The subject is very well led and managed.

Commentary

53. Students in Years 10 and 11 make very good progress and achieve very well because teaching is very good. By the end of Year 11, students have built upon their work very effectively, and make very good gains in learning which are reflected in their GCSE coursework and recognised in their examination results. They develop a range of skills and show a very good understanding of how to make pastry, cakes and meals. They are proud of what they do and displays around the class celebrate their achievement very well. Students are treated in ways that reflect their development as young adults and future employees. As a result, students are keen to learn and display very good attitudes whilst remaining on task for long periods of time.
54. Lessons are very well prepared and there is very good team work between the teacher and support assistant. Lessons run very smoothly and, even when a student withdraws for a short time he is still able, with a little support, to accomplish the task set. Students have considerable respect for the teacher and behave very well. There is a great stress placed on health and safety and students are aware, for example, of the need to clear up any spills on the floor in order to avoid accidents.
55. The teacher is very aware of the fact that students will soon be leaving the Centre and works hard to encourage them develop their skills in looking after themselves. She provides guidance on shopping, what to look for and what meals can be cooked on a limited budget. For example students are able to make corn beef hash and corn beef pie. They have an understanding of healthy food and are encouraged to follow a recipe independently.
56. The teacher has very good subject knowledge. She leads the subject very well and is ambitious that students achieve as well as possible. Information and communications technology is used well to support students learning. Assessment is very good and careful records are kept of students' achievement.

Electronics

No lessons were seen in electronics and it is not possible to make a judgement on provision overall. However students' work was analysed.

57. In electronics, planning is good and linked to the GCSE syllabus. Students cover a good range of topics, including digital and analogue sub-systems and the applications of electronics in today's society. They show an understanding of relevant terms such as voltage and identify symbols such as for current and resistance. They use formulas and describe how to connect a voltmeter to measure the voltage of a battery. The curriculum they follow is good and reflects the GCSE course well.

Child Care

One lesson was seen in this subject and it is not possible to make judgements about provision. Inspectors looked at samples of students' work in both year groups and held discussions with students about their work.

58. Students study for entry level accreditation. They show an understanding of what causes common childhood accidents and how to prevent them. They have carried out work on creating a safe environment for children in the home and garden. Students recognise safety symbols and know how to use safety equipment. They are prepared well for taking on responsibility and learn, for example, what to do in an emergency when they are baby-sitting. During the very good lesson seen, Year 11 students develop their skills in using a sewing machine involving straight stitching. They were very proud of their use of quilting on the cushions they are making.

59. The course is very well planned and there are detailed medium term plans identifying key skills. There is a good outline of the possible use of ICT skills such as word processing, spreadsheets and desktop publishing.

PERFORMING ARTS

VISUAL AND PERFORMING ARTS

Visual Arts

It is not possible to make judgements on the provision of visual arts as no lessons were seen.

60. A small number of students benefit from art therapy sessions with the Centre's counsellor. The Centre has access to an arts teacher and a group of girls have participated in an art and dance project during which the teacher explored colour and movement through salsa dancing. They have clearly enjoyed this and mention it in discussions with staff.

Performing Arts

Two lessons were seen in each of music and dance. Inspectors looked at samples of students' work in both year groups and held discussions with students about their work.

Provision in performing arts is **very good**.

Main strengths and weaknesses:

- Achievement is very good mainly because music and dance are taught by specialists.
- Very good relationships support learning very well. Teachers are particularly skilled at encouraging students to perform and students respond very well.

- Opportunities to perform develop students' self confidence and self esteem very well.
- The development of performing arts is appropriate, although there is no one with overall responsibility for this area.

Commentary

61. Students benefit from teaching by specialist music and dance teachers. Both teachers are highly skilled in their specialist area and, in addition, have expertise in working in a therapeutic manner. Consequently, they inspire and motivate the students so that they achieve very well. Because the teachers have very good relationships with the students, they are very effective in encouraging them to improve their performance. This means that students try very hard to practise their skills and are patient when they do not perform as well as they would like. An example of this was demonstrated in a lesson for two Year 10 students who were learning to play a duet of 'The Sound of Silence' on the keyboard and whistle. They co-operated very well together and repeated parts of the piece until they were keeping good time with each other. A number of students are working towards nationally recognised qualifications in music such as certification from the London College of Music or Entry Level GCSE examinations.
62. As a result of performing in front of each other or an audience, students make huge gains in confidence and self esteem. For example, at the Centre's Christmas concert two students gave solo instrumental performances. Because they are given very good individual tuition, students achieve very well in learning to play keyboards and other instruments. Students thoroughly enjoy their dance classes and achieve very well in learning to move to music. An example of this was in a jazz dance lesson for Year 10 students where they followed the teacher's model very well to perform a jazz dance routine.
63. The centre manager has a clear vision of the contribution that performing arts can make to the personal and social development of the students. She has developed the innovative performing arts curriculum and plans to extend it further by including drama therapy.

HOSPITALITY, SPORTS, LEISURE AND TRAVEL

Leisure and Tourism

Three lessons were observed. Discussions were held with staff and students work examined.

Provision for leisure and tourism is **good**.

Main strengths and weaknesses:

- There are high expectations of what students will achieve in lessons and, as a result, students work hard and make good progress.
- Teaching is enthusiastic, lessons are interesting and students enjoy their work.
- The subject is well organised and there are high expectations that students will gain accreditation.
- Opportunities for developing students' literacy skills are missed.

Commentary

64. Students achieve well in leisure and tourism. Teachers ensure that the aims of the lessons are clear to students and there is an expectation that the work will be completed by the end of the lesson. More able students have developed a good understanding of the range of leisure facilities. They understand the importance of surveys and complete, and then write, their own questionnaires based on leisure complexes. They present their findings on bar charts and pie charts, for example, when recording the results of their survey into sports clothing and shoes as fashion wear. Lower attaining students are developing an understanding of the idea of customer

service and what it means. Although they find this difficult most listen well and recognise, for example, the flaws in “Basil Fawlty’s” approach to customers. Students have a good knowledge of the different forms of transport and show great interest in the various types of holidays and activities that are available.

65. Teaching is good and often very good. It is imaginative, well planned and entertaining. Resources are prepared beforehand and support staff know what is expected of them. There is good team work which provides students with the support they need to complete their work. Resources supplement learning very well and whether it is a video, a range of travel magazines or lego they are appropriate and hold students attention well. Teachers are very confident and this is reflected in the range of activities. Role play is used well, for example, students take on the role of different personnel in the tourist industry such as a children’s rep. Teachers have a very good relationship with students and are respected by them. As a result, management of behaviour is very effective and even the most reluctant learners get involved in the lessons and work hard. Humour is evident in all lessons and students have very good recall of what they have learnt because they have enjoyed the lessons so much.
66. Leadership and management of the subject is good. Planning of the curriculum is detailed and ensures that all students will gain accreditation. The teaching team work very well together and the co-ordinator provides a very good role model. There is insufficient focus within lesson planning to ensure that students’ literacy skills are developed and the co-ordinator recognises that this is an area for development.

Travel and tourism.

Two lessons were observed. Discussions were held with staff and students work examined.

Provision for travel and tourism is **good**.

Main strengths and weaknesses:

- There are high expectations of behaviour, and, as a result, students work hard and make good progress.
- Teaching is well planned and ensures resources are well used.
- There are missed opportunities to extend students’ literacy skills.
- The subject is new to the curriculum and has been developed well.

Commentary

67. Students achieve well. They are expected to settle quickly and the aims of the lesson are made clear to them. The use of brain-storming activities keeps them on task well and enables them to recall the work they have done previously. Students are given good encouragement to respond and even the most reluctant co-operate and complete the tasks set. Students show a good understanding of why certain areas are successful tourist sites through studying seaside resorts and national parks. They are developing a good geographical knowledge of the United Kingdom and know where various cities and towns are allocated across the country. Students produce their own leaflets to advertise a tourist attraction and these are of good quality. Good marking and helpful comments by staff enables them to understand how they can improve their work further.
68. Teaching is good. Lessons are well organised so that resources are prepared and support staff know what their role should be. There is good team work between teachers and support staff which results in students being well supported, for example the support assistant records students’ ideas on the board and works with those who need the most help. A wide range of resources are used and there are clear expectations of what students will achieve during the lesson. For example, in a lesson for Year 10 students they had to plan a weekend away and were given a specific budget. It was made clear that they could not exceed this and students

gradually began to understand that if they spent all the money getting to their destination they would have no spending money. The range of materials to help the students plan was good and provided students with a wide range of choices.

69. There are good opportunities for students to contribute in discussions and their views are clearly valued by staff. However, opportunities are missed to develop students' literacy skills though extended writing. Staff are used well to support those who have difficulties in reading. However much of the work is based on work sheets or requires limited responses and this prevents students from developing their writing skills.
70. Leadership and management of the subject are effective. The instructor has received good support from the co-ordinator and they work well as a team. The co-ordinator is a very good role model and has provided good support. Planning for the subject is good and although only recently introduced, the course is well established within the Centre's curriculum.

Sport

Inspectors observed students on a visit to a local sports centre. There is insufficient evidence to make a judgement on provision.

The Centre provides a good a range of physical education related activities. They have access to a several facilities which encourage them to develop their skills in fitness and team sports. Students clearly enjoy the opportunities and behave well.

BUSINESS

Business Education

Two lessons were seen in this subject. Inspectors looked at samples of students' work in both year groups and held discussions with students about their work

The provision for business education is **very good**.

Main strengths and weaknesses:

- Very good subject knowledge and planning ensures that students make very good progress.
- The excellent relationships between the teacher and students results in very good behaviour of the students.
- Very good plans for improvement have ensured high expectations and a good range of resources.

Commentary

71. Students' achievement is very good. Students are very enthusiastic about their work, are fully involved in their learning and make very good progress. The teacher uses her very good subject knowledge to provide a variety of activities and carefully prepared resources which sustain interest. During the inspection, students were able to describe Maslow's hierarchy of needs and use this to understand what motivates themselves and others.
72. Teaching is very good and often excellent. The teacher's inspirational teaching enables students to understand difficult concepts. Very good use of questioning enabled students to explain the importance of different needs being met in employment. They develop a good understanding of business terminology and how a business is run. Humour is used very well and students respond to this finding the lessons "fun". Students are encouraged to get involved and participate in activities and this they do with enthusiasm. There are high expectations that they will behave and students respond well to this, and have a great deal of respect for the teacher.

73. The leadership and management of the subject are very good. The subject leader has produced very clear and detailed planning with course targets for each unit and projected GCSE grades. Resources are very good and are used very well.

An excellent lesson.

Business Education with Year 10 – 2 students, mixed ability, studying for GCSE Business Studies.

The aim of the lesson was to develop students' knowledge about needs and motivation. Through a lively and effective presentation on the interactive whiteboard and very clear explanations, students gain a very good understanding of the meaning of motivation and its importance in employment. Students have already looked at Maslow's hierarchy of needs and skilful questioning by the teacher enables them to describe why it is important to meet these needs.

During this excellent lesson, the teacher used a variety of very well planned and exciting activities to sustain interest and help students learn difficult concepts. The excellent relationships with the students and the brisk pace to the lesson with constantly challenging questions ensured excellent progress. A space-hopper relay race, enjoyed by both students and staff, reinforced the meaning of motivation as students had to explain why they wanted to take part. When students were introduced to Theory X and Y, the teacher used mind-based learning techniques, as the students based their thinking on the hat they were given, each hat representing different types of thinking skills. The students by now were very enthusiastic about the subject and quickly understood Herzberg's 2 factor theory as they concentrated on the presentation. They built up their own snakes and ladders game by putting motivators on the ladders and demotivators on the snakes. The variety of activities enabled the students to consolidate their learning, attend very well to the presentation and make thoughtful contributions.

Retail

No lessons were seen in this subject. Inspectors looked at students' work.

74. Students in Years 10 and 11 are following an entry level course in retail. They have investigated the retail industry by carrying out a survey of Kirkby town centre and have made good use of numeracy as they drew bar charts of the results. They have investigated selling and recognise that prices vary between shops. They have looked at the advantages and disadvantages of different methods of payment and illustrated this with a histogram. Students in Year 11 have looked at employment in the retail industry. Students make good use of their ICT skills by word processing their results.

HEALTH AND SOCIAL CARE

Beauty Therapy

Two lessons were seen in this subject. Inspectors looked at samples of students' work in both year groups and held discussions with students about their work.

The provision for beauty therapy is **very good**.

Main strengths and weaknesses:

- Students are making very good progress towards appropriate accreditation and have very positive attitudes.
- The well qualified teacher has established a relaxing and positive environment where students can learn.
- Good plans for development ensure that the subject is well provided for.

Commentary

75. Students' achievement in this subject is very good and, as a result, they are making very good progress towards a recognised accreditation. The good curriculum enables students to learn reception skills, making appointments and invoicing. This supports their literacy and numeracy skills appropriately as they are expected to record details and calculate bills. They have completed a unit on manicure where their targets included setting up a manicure procedure and working through this, including an enamel finish. Students have an understanding of the bone structure of the hand and know the contra-indications for treatment. Very good stress is laid on hygiene and health and safety procedures which are followed meticulously by the students. Although it is only girls who learn beauty therapy, the Centre has opened the area to boys who are very enthusiastic and love to spend time having relaxing facials in the beauty therapy room.
76. Students respond very well to the very good teaching. The teacher is a trained and qualified therapist and has created an environment where students work well together and feel secure. In a very good lesson, students were able to give each other makeovers using the correct procedures and taking into consideration the wishes of the "client". They were very serious about their tasks and showed respect and care for each other.
77. Leadership and management are very good. The course leader has thoroughly planned an appropriate programme that gives the students relevant skills they can use in the future. She has a clear vision of how the subject can be developed to include nail art and Indian head massage. The accommodation is very well maintained with very good equipment, suitable storage areas and useful displays.

Therapeutics

Inspectors saw two sessions of therapeutics.

78. Therapeutics takes place in the beauty therapy room and is open to all students on an appointment system. The teacher and her assistant, who is also a qualified therapist, ensure that the necessary health checks take place and that parents are informed about the treatment. There is an excellent atmosphere in this room with "chill out" music. The use of essential oils for aromatherapy also ensures a relaxing environment for the students. Staff explain quietly to the students why they are using particular creams or oils. In one session, a student who was very tense on arrival quickly settled down and lay on the couch without moving, obviously enjoying her face and neck massage. Two boys interviewed said how much they enjoyed the facials and how they felt relaxed in the beauty therapy room.

PERSONAL DEVELOPMENT

Three lessons were seen. A variety of other activities were also observed and contributed to the judgements made.

Provision in personal, social and health education, citizenship and careers is **very good**.

Main strengths and weaknesses:

- Very good use of the local community enables the Centre to provide good support for health and sex education.
- The 'Skill Force' programme is effective in teaching students how to work together and value one another's opinions.
- Personal, social and health education and other activities and subjects develop students' self esteem and self confidence very well. Students' awareness of their rights and responsibilities as citizens are developed well.
- Staff provide very good role models and are effective in helping students to understand the consequences of anti-social behaviour.

Commentary

79. Students make very good progress in their personal, social and health development. The curriculum is well supported by very good links with health workers in the local community which promote health and sex education. Staff have had training on promoting healthy lifestyles and the Centre has run a 'healthy school' day where health workers gave students well targeted practical experiences to highlight the health risks associated with smoking. Students develop a good understanding of the importance of safe sex. A drugs worker liaises closely with the Centre to deal with issues related to substance abuse.
80. Students develop very good skills in citizenship through lessons and through participating in a range of activities such as the school council. The good citizenship curriculum is effective in making students aware of their rights and responsibilities as citizens. For example, they know that it is important to vote in local and national elections. Students are encouraged to play a helpful part in the Centre and in their local communities. The emphasis on combating anti-social behaviour together with the work on prejudice and learning to tolerate minority groups is particularly relevant in preparing students well for life after school.
81. A 'Skill Force' team has been brought in to teach lessons. This is part of a national project initiated by the armed services to teach young people about communication and team work and to promote social skills such as leadership and co-operation. In this early stage of the project, students are learning to work together to solve problems in a range of practical activities. The tasks are well thought out and motivate students well. Consequently, they participate enthusiastically and make good progress in developing skills in team work. An example of this was in a problem solving activity for Year 10 boys which required them to work out how to stack car tyres in a particular order. One student soon became the natural leader and all the other boys supported him very well so that they achieved the task set and solved the problem. As the project develops, students who respond well will have opportunities to engage in adventurous sports such as rock climbing and to gain accreditation such as the Duke of Edinburgh award.
82. During their time at the Centre students make very good progress in developing confidence and self esteem. This is because well targeted support enables them to achieve well in the tasks they undertake and staff are good at praising effort and achievement. Opportunities to perform in front of others in dance and music are particularly effective in promoting students' self confidence. Students also gain in confidence through attendance at vocational courses in the Collegiate where they mix with students from mainstream schools. This helps them to achieve well in developing independence skills such as timekeeping and motivates them to want a career. Staff in the Centre have received training in using the 'real game' to support careers guidance. Students learn how to search for a job and can compose a job application letter.
83. Staff provide very good role models of appropriate behaviour and social skills. Teaching in personal, social and health education and citizenship lessons is good. Lessons are carefully planned and there is a good range of interesting activities to motivate students and maintain their interest. However, although teachers set individual targets for students' behaviour, individual targets are not set for learning. This makes it more difficult for teachers to ensure that work set is at the correct level for individual students and to evaluate the progress which they have made. In the absence of the subject leader, the centre manager has ensured that the subject is efficiently led and managed.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the Centre	3
How inclusive the Centre is	3
How the Centre's effectiveness has changed since its last inspection	8
Value for money provided by the Centre	3
Overall standards achieved	3
Students' achievement	3
Students' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Students' spiritual, moral, social and cultural development	4
The quality of education provided by the Centre	3
The quality of teaching	3
How well students learn	3
The quality of assessment	4
How well the curriculum meets students needs	2
Enrichment of the curriculum, including out-of-Centre activities	4
Accommodation and resources	3
Students' care, welfare, health and safety	2
Support, advice and guidance for students	3
How well the Centre seeks and acts on students' views	3
The effectiveness of the Centre's links with parents	3
The quality of the Centre's links with the community	2
The Centre's links with other Centres and colleges	3
The leadership and management of the Centre	3
The governance of the Centre	2
The leadership of the centre manager	3
The leadership of other key staff	4
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).

*In a PRU such as this "standards achieved" are judged in relation to students' individual targets and not in relation to national standards.

