

INSPECTION REPORT

BEHAVIOUR SUPPORT SERVICE

PUPIL REFERRAL UNIT

Calderdale

LEA area: Calderdale

Unique reference number: 133693

Headteacher: Mr S Lee

Lead inspector: Mr M G Whitehead

Dates of inspection: 22nd – 25th March 2004

Inspection number: 262106

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

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INFORMATION ABOUT THE PRU

Type of school: Special
School category: Pupil Referral Unit
Age range of pupils: 7 – 16 Years
Gender of pupils: Mixed
Number on roll: 67

School address: Heath Training and Development Centre
Free School Lane
Halifax
Postcode: HX1 2PT

Telephone number: 01422 394141
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Appropriate authority: The Local Education Authority
Name of chair of governors: Councillor Mary Seward

Date of previous inspection: This is the first inspection.

Throughout this report the Behaviour Support Service's pupil referral unit will be known as the Calderdale PRU or the PRU. This has been agreed through discussion with the headteacher and is the name by which the unit is known to parents and pupils.

CHARACTERISTICS OF THE SCHOOL

The Calderdale PRU is a relatively large pupil referral unit, which is made up of three different parts, each on a different site and each accommodating a different age group of pupils. The youngest pupils, who are of primary school age, attend the 'Stepping Stones' unit, which is attached to a mainstream primary school. Older pupils, whose ages range from 12 to 15 years, attend the 'Phoenix Centre', which is situated adjacent to a mainstream secondary school. The oldest pupils aged between 15 and 16 years of age attend the 'Clare Road' centre, which is a converted four-storey townhouse in the middle of Halifax. The three different centres are approximately four and a half miles apart. At the time of the inspection there were 17 girls and 50 boys on roll at the three centres combined.

Most pupils have emotional, social and behavioural difficulties; however, there is a small number of pupils with moderate learning difficulties. The PRU also caters for pregnant schoolgirls and teenage mothers. Most of the pupils who attend have been excluded from their previous schools or in some cases are at risk of exclusion. Over a quarter of the pupils who attend the PRU have been permanently excluded from their mainstream schools; this is a very significant proportion. There is no full-time school for these pupils within the local education authority and so they attend the PRU. The attainment levels of the pupils when they come to the PRU vary, but overall are below the national average for pupils of a similar age. This is because of the difficulties and/or disaffection that they have experienced. Virtually all pupils are white and there are no pupils for whom English is an additional language.

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The Calderdale PRU is a good PRU that provides a good standard of education overall and the pupils achieve well. The strong leadership and management of the headteacher and the management committee ensure that the PRU is organised and run efficiently and effectively. The PRU provides **good value for money**.

The PRU's main strengths and weaknesses are:

- The leadership provided by the headteacher is good. He has a very clear vision of the primary purpose of the PRU and has communicated this effectively to all staff;
- The qualities of teaching and learning are good overall and teachers are very well supported by the Social Inclusion Support Workers (SISWs);
- There is a significant number of pupils who have full statements concerning social, emotional and behavioural difficulties, for whom the provision is inappropriate as they are not receiving their full education entitlement;
- Attendance is unsatisfactory and despite the efforts of the PRU, some parents do not encourage their children to attend;
- The assessment and monitoring of pupils' personal and social development are good throughout the three centres. The assessment of academic performance of pupils in the Phoenix Centre (ages 12 to 15 years) and Clare Road centre (ages 15 and 16 years) is underdeveloped and consequently it is not possible to identify clearly the progress being made by the pupils, especially in the core subjects;
- The reintegration of pupils is good at the Stepping Stones unit (primary school age);
- The promotion of equality of opportunity and inclusion is a strength and there is very good provision for pregnant schoolgirls and teenage mothers;
- The PRU provides a wide range of opportunities for enrichment within its curriculum and through its links with the community;
- Personal, social and health education and citizenship (PSHCE) is good, leading to good moral and social development and significant improvement in attitudes and behaviour;
- The building at Clare Road is inadequate to meet the needs of the oldest pupils and allow the delivery of an appropriate curriculum. Consequently, the ethos within the centre is poor and the climate for learning is unsatisfactory.

This is the first time that the PRU has been inspected since its registration in June 2002.

STANDARDS ACHIEVED

Pupils' achievement at the end of:	in relation to individual targets in:	
	Subjects of the curriculum	personal and social education
Year 6	Good	Good
Year 9	Good	Good
Year 11	Satisfactory	Satisfactory

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

The achievement of pupils throughout the PRU is good. Many difficulties have been experienced by the pupils who attend the PRU and for some pupils there have also been failures leading to exclusion, usually as a result of inappropriate behaviour and emotional difficulties. The levels of attainment on entry are consequently below the national average for pupils of the same age. Nevertheless, most pupils change quickly and soon become motivated and begin to make good progress. This is particularly so for the primary-aged pupils who attend Stepping Stones. Pupils in Years 7 to 10 at the Phoenix Centre are a little more reluctant to change, but eventually develop positive attitudes to learning and education in general. Pupils in Years 10 and 11 at Clare Road present significant emotional and behavioural difficulties and their attainment levels vary considerably. Some pupils are working at levels that are almost in line with the national average, whilst others are well below. Year 6 pupils take national tests (SATs) in the mainstream schools

from which they come, whilst Year 9 pupils take their SATs tests at the PRU. Pupils' achievement in the basic skills in reading, writing, mathematics, science and information and communication technology is good. Pupils attending the Clare Road centre are able to follow accredited courses that lead to formal qualifications and employment.

Pupils' personal qualities – including their spiritual, moral, social and cultural development – are satisfactory. Provision for pupils' spiritual and cultural development is satisfactory; their moral and social development is good and pupils develop a clear understanding of the differences between right and wrong. Pupils' attitudes and behaviour are satisfactory and punctuality to lessons is also satisfactory. They develop social skills and occasionally experience moments of enlightenment and excitement as they study.

QUALITY OF EDUCATION

The quality of education provided by the PRU is good. The quality of teaching is good and results in pupils' learning being good. The pupils at Stepping Stones receive good teaching and learn well; they are well managed and respond appropriately by making good progress in their academic studies as well as their emotional and behavioural development. Teaching at the Phoenix Centre is good and pupils learn well because the teachers have a good knowledge of their individual needs and difficulties. Because the teaching is good this ensures that the pupils' confidence in their learning is improved considerably. The quality of teaching at Clare Road centre is satisfactory overall with some evidence of good practice. The PRU provides good care, guidance and support for all its pupils, and a good curriculum overall. However, there is a weakness in the curriculum for statemented pupils who require the full National Curriculum and are not receiving it. There is very good provision for pregnant schoolgirls and teenage mothers. The PRU establishes good relationships with parents, other schools and the community.

LEADERSHIP AND MANAGEMENT

The leadership and management of the PRU are good overall. The good leadership ensures clear direction and purpose, with high expectation for continued improvement. The management of the PRU is efficient and effective. The expertise and contributions of key members of the management committee are good and they hold the PRU rigorously to account for its work, but fail to ensure that all statutory requirements are met concerning the full National Curriculum for some of the pupils with statements. The development of some aspects of the curriculum is hindered by unsatisfactory accommodation for the older pupils.

PARENTS' AND PUPILS' VIEWS OF THE PRU

Although there was a very small response to the questionnaire, PRU records and inspector discussion suggest that parents generally have positive views of the PRU and there are no significant anxieties. Discussions with pupils during the inspection indicate that most pupils have favourable views. They enjoy their lessons on the whole and appreciate the efforts made by the teachers and SISWs to support them in their learning.

IMPROVEMENTS NEEDED

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

- Improve the quality of the accommodation for the oldest pupils in order to raise the standards and achievement of these pupils;
- Continue to improve attendance;
- Develop assessment procedures at the Phoenix Centre and Clare Road to include all academic studies as well as attitudes and behaviour;

and, to meet statutory requirements:

- By providing the full National Curriculum for pupils who have statements of special educational needs concerning social, emotional and behavioural difficulties.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects and courses

Pupils' achievement and progress are good for those who attend Stepping Stones (Years 3–6) and the Phoenix Centre (Years 7–10); satisfactory achievement and progress are made by pupils who attend Clare Road (Years 10–11).

Main strengths and weaknesses

- Pupils at Stepping Stones make very good progress and achieve well in art and very well in mathematics;
- Achievement and progress are good for pupils at both Stepping Stones and the Phoenix Centre in science and personal, social and health education and citizenship;
- All pupils make good progress towards meeting their targets on their individual education plans.

Commentary

1. The youngest pupils, who attend the Stepping Stones unit which is attached to the mainstream primary school, are very successful. Despite their levels of attainment being below the national average, they quickly adopt a positive attitude to work and develop the motivation to succeed. Achievement is also very positive concerning the success with which they reintegrate back to their mainstream schools. Pupils' achievement and progress are the direct result of the high quality of teaching and support that is provided for these pupils. This comes, not only from the teachers, but also from the SISWs.
2. Throughout the PRU there is a clear focus on pupils' personal, social and health education and citizenship. Pupils at the Phoenix Centre make good progress and achieve well, especially in PSHCE, science and art. These pupils are slightly older and have become a little more set in their ways. However, the PRU works well and effectively in helping all pupils to change their perspective on education and view it in a much more positive light. The pupils at the Phoenix Centre are not as successful yet with reintegration but this is still their main aim.
3. The progress and achievement of the oldest pupils at Clare Road are satisfactory. Many of them struggle with the new regime, and it is difficult for the teachers and SISWs to know from day to day how many pupils will actually turn up at school.
4. Throughout the PRU, all pupils make good progress towards meeting the targets that are set on their individual education plans. These targets relate mainly to issues concerning attitudes, behaviour and pupils' personal development. There are very few targets being set that measure pupils' knowledge and learning of academic subjects. This is an area that is certainly in need of further development in order to gain a very clear picture of exactly how much these pupils have learned during their stay at the PRU.
5. Pupils are entered for the national tests (SATs) and some remain the responsibility of the mainstream schools from which they have come. As the PRU has not been running for long, it has not yet needed to address the situation concerning pupils who have full statements of special educational needs and have no mainstream school connection, because there were no pupils who fell into this category. However, this is a situation that will need to be addressed in the future.

Key Stage 3 SATs results	
English	2 pupils reached Level 3
	6 pupils reached Level 4
Mathematics	9 pupils reached Level 3
	5 pupils reached Level 4
	2 pupils reached Level 5
Science	1 pupil reached Level 2
	7 pupils reached Level 3
	5 pupils reached Level 4

It is clear from these results that pupils are more successful in mathematics and science than they are in English

6. Pupils also entered accredited examinations and a significant number of Year 11 pupils are able to gain academic qualifications:

- There were three Grade D, 11 Grade E, 8 Grade F and four Grade G certificates awarded in GCSE subjects that included English speaking and listening, mathematics, science, English literature, home economics and German.
- Pupils also gained five Grade 3 and three Grade 2 Entry Level Certificates in subjects including art and design, English, home economics, child development and mathematics.
- Ten pupils also completed a total of 37 units in the Assessment and Qualifications Alliance Unit Award Scheme.

7. Pupils achieve equally well regardless of their individual special needs. Pupils who have experienced behavioural and social difficulties achieve well as do the pregnant schoolgirls and teenage mothers. Pupils with moderate learning difficulties also achieve well.

Pupils' attitudes, values and other personal qualities

Overall, pupils' attitudes, behaviour and personal development are satisfactory. Attendance is overall unsatisfactory but punctuality is satisfactory.

Main strengths and weaknesses

- Although attendance is unsatisfactory overall, it is rising and unauthorised absence is reducing because of good procedures to promote attendance;
- Pupils' good attitudes at Stepping Stones help them to achieve well;
- A significant number of pupils lack confidence and self-esteem, especially at Clare Road, and this contributes to their poor attitudes to learning and inappropriate behaviour;
- The PRU sets high expectations for pupils' conduct and works hard to improve behaviour;
- The PRU promotes good relationships well and this helps pupils to form positive relationships with others;
- Moral and social development are good.

Commentary

8. Attendance is unsatisfactory overall because a few pupils have very low attendance rates. This badly affects their achievement. It is encouraging to note that the overall rate of attendance is improving and many pupils have made very good improvements during their

time at the PRU. Stickers, certificates and rewards are used well as an incentive for pupils, and parents are often reminded of the importance of good attendance in helping their children's learning.

Attendance in the latest Autumn term 2003 (%)

Authorised absence		Unauthorised absence	
School data	9.89	School data	23.8

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

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
Mixed – White and Black Caribbean
Asian or Asian British – Pakistani

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
57	39	0
1	1	0
2	1	0

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

9. Attitudes and behaviour are generally improving. At Stepping Stones (Years 3–6), the good attitudes to learning make a significant contribution to pupils' successful integration in mainstream school activities. Most pupils at the PRU develop their attention and concentration well in lessons. This is the result of good teaching and strong personal and social education.
10. Behaviour is generally satisfactory at Stepping Stones (Years 3-6) and the Phoenix Centre (Years 7-10), but can be unsatisfactory at Clare Road (Years 10-11). An appropriate learning environment has yet to be established there and part of the problem is inappropriate accommodation. Much of the poor behaviour, including swearing and disruptive behaviour in lessons is due to low self-esteem. At each centre, there are many opportunities for pupils to discuss rules and the need for good behaviour in society. Staff work hard to promote good standards of conduct and this is reflected in an encouraging reduction in the number of incidents of poor behaviour and exclusion in the first two terms of this academic year. Many pupils confirm that unacceptable behaviour, including bullying, is dealt with well.
11. Most pupils work well in groups. For example, in an art lesson at Stepping Stones, pupils co-operated well together and valued each other's efforts.
12. The PRU nurtures spiritual, moral, social and cultural development mostly through PSHCE lessons and other discussion opportunities. At Stepping Stones, pupils join school assemblies, share moments of reflection and develop their self-knowledge and spiritual awareness. The curriculum occasionally leads to spirituality. For instance, in a mathematics lesson at the Phoenix Centre, one pupil showed awe and wonder as he was learning about probability. Pupils have a clear sense of right and wrong about behaviour. The PRU does much work about 'choices' in life and this contributes to pupils' good moral development. Pupils take their responsibilities of living in a community seriously and this is evident in their fundraising efforts for charities and good causes. Although they learn satisfactorily about their own cultural heritage, there are not enough opportunities for them to learn about the multicultural society they live in. The PRU promotes racial harmony well and has an effective race equality policy.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. Pupils receive good quality teaching and progress well. There is a high level of success among the younger pupils, particularly concerning their return to mainstream education.

Teaching and learning

The quality of teaching and learning is good overall and the assessment procedures are satisfactory.

Main strengths and weaknesses

- Teaching and learning are particularly good for the pupils at Stepping Stones;
- Teachers and SISWs at all the centres are very efficient at making sure that pupils enjoy equality of opportunity and access;
- Teachers plan the lessons carefully to make sure that the content is matched to the range of ability levels amongst the pupils;
- Pupils learn well because they are highly motivated and enjoy good levels of care, support and guidance;
- Teachers and SISWs work very well together and expect high standards of work and behaviour from the pupils;
- There are good procedures at Stepping Stones for assessment of pupils' progress towards targets on their individual education plans, which include personal and social targets as well as academic targets;
- Assessment procedures at the Phoenix Centre and Clare Road are good for pupils' personal and social development, but there are insufficient targets that relate to pupils' academic progress.

Commentary

13. Teachers and SISWs at Stepping Stones (Years 3-6) have a very good understanding of the individual needs and differences of each pupil. The close working relationship between these members of staff, and the very positive expectations that they have of the pupils, combine together to ensure that pupils make good progress and enjoy learning.
14. All the lessons and activities that are organised by the staff of the PRU are open to all pupils. Every pupil is able to take a full part in all activities if he or she so wishes. It makes no difference whether the pupil is male, female, old, young, very able or with learning difficulties; they all enjoy their lessons and the activities that are organised for them.
15. Pupils with learning difficulties receive the same teaching as other pupils and learn at the same rate. SISWs make a significant contribution when supporting individual pupils or small groups. Teaching assistants are experienced, well qualified and understand the needs of pupils.
16. Teachers and the SISWs work very closely together as they plan the lessons and activities in great detail. This includes careful consideration of each pupil's individual ability and interests. They also work hard to make sure that there is a variety of activities within each lesson in order to keep the pupils highly motivated. They ensure that all pupils know exactly what is expected of them during the lesson and what they hope to learn. In the very best lessons, the teacher wrote a list of key words on the board and referred to them throughout the lesson. These positive attributes to the teaching and support of the pupils help to ensure that pupils learn well and make good progress.

Summary of teaching observed during the inspection in 30 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	7 (23.3 %)	12 (40.0%)	11 (36.7 %)	0 (0 %)	0 (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.

17. SISWs have a close working relationship with the pupils and provide a high level of care and guidance. They provide individual support to pupils if they are having difficulty with the work or if they are experiencing emotional difficulties. Occasionally pupils are distressed, frustrated or angry, showing their emotional and behavioural difficulties, and need individual counselling; this again is often the responsibility of the SISWs and is carried out very well.
18. There is a variation in assessment procedures between the different centres. Procedures at Stepping Stones are good. Individual education plans are well constructed with very clear targets for behaviour. However, a system of subject-specific target-setting is under review and these will be added to individual education plans across all three centres.
19. There is clear assessment of pupils when they join the centre at any age and this includes detailed assessment of literacy and numeracy skills. There are also literacy and numeracy targets written into pupils' individual education plans. Alongside these academic targets there is a good range of behavioural targets that contribute to the whole education plan, which is secure and effective. Through this collection of information the staff are able to generate a clear picture of the progress being made by each pupil. Assessment procedures at the Phoenix Centre (Years 7-10) and Clare Road (Years 10-11) are not as effective because they are focused mainly on the behavioural targets, and do not include clear academic targets for literacy, numeracy or any other subjects being taught. For this reason, it is not possible to get such a clear picture of the progress that has been made by pupils in these two centres.

The curriculum

Curricular provision is good at Stepping Stones (Years 3-6) and the Phoenix Centre (Years 7-10); at Clare Road (Years 10-11), provision is satisfactory. The opportunities for enrichment of the curriculum are very good. Resources are satisfactory. Accommodation at Clare Road is unsatisfactory.

Main strengths and weaknesses

- The PRU does not provide the full National Curriculum, that is required by statute, for its pupils who have statements for social, emotional and behavioural difficulties;
- All pupils have very good equality of access to the curriculum;
- Pupils in Years 3 to 9 are prepared well for the next stage of their education, but learning opportunities for Years 10 and 11 are restricted by lack of provision for vocational education;
- The PRU offers a very wide range of extra-curricular activities;
- A good programme of PSHCE is in place;
- Accommodation at Clare Road is inadequate to meet the needs of the oldest pupils and to allow the delivery of an appropriate curriculum.

Commentary

20. Provision for pupils with special educational needs in Years 3 to 6 is good; for Years 7 to 11 provision is satisfactory. This refers to pupils who have statements of special educational needs with moderate learning difficulties. It does not include pupils who have statements for

- social, emotional or behaviour difficulties. In the case of the latter, the PRU provision is not appropriate and the curriculum does not meet statutory requirements.
- 21. All pupils have full access to the PRU's curriculum; this is a strength. Equality of opportunity is further developed throughout the work with pregnant schoolgirls and teenage mothers, all of whom receive the full support and the full curriculum that is offered to all other pupils. The curriculum complies with the LEA policy on the curriculum for pupils otherwise than at school.
 - 22. Curricular provision for pupils in Years 3 to 6 is good; pupils are able to use the facilities of the host primary school. There is a broad and balanced curriculum which prepares pupils for the next stage of education in the PRU or for reintegration into mainstream schools. Provision for pupils in Years 7 to 9 is also good. Pupils study a wide range of subjects, which prepares them well for the next stage of their education. The PRU works with the pupils in the Phoenix Centre towards reintegration to mainstream school wherever possible. Pupils in Years 10 and 11 also study a range of subjects, most of these to GCSE or other accreditation. However, there is a lack of vocational training which means that they are not well prepared for future employment. The PRU is trying to revise links with a local college and also a training provider.
 - 23. The curriculum is greatly enriched by the extensive range of activities offered. The centres which cater for the needs of older pupils have enrichment programmes provided by teachers and full-time workers from the Youth Service. Sporting activities include swimming, squash and fitness training. Outdoor pursuits include orienteering, life skills and survival courses. These activities provide opportunities for personal development as pupils learn social and communication skills. Pupils also participate in extra-curricular cookery lessons.
 - 24. A wide range of outings is also provided. Pupils have visited many places of interest. The National Coal Mining Museum gave pupils an awareness of their own heritage and culture. A visit to a wind farm enabled pupils to understand environmental issues in addition to developing their scientific knowledge. There have been a number of visits to other museums and places of interest and the educational aspects are combined with opportunities for personal development. The Crag Rats theatre company, the Youth Offending Team and the school nurse participate in the personal, social, health and citizenship education programme.
 - 25. All aspects of personal, social and health education, including sex and relationships education, are included in a good programme for personal development. The curriculum also includes the topics of drug and alcohol awareness. This programme is not only taught in special lessons but also integrated across the curriculum. The citizenship components of the PSHCE curriculum are good and have a positive impact on the behaviour and attitudes of the pupils.
 - 26. The accommodation at Stepping Stones is suitable for the curriculum for younger pupils but some features of the PRU's accommodation are unsatisfactory. The exterior façade of the Phoenix Centre is shabby and unattractive to pupils who are reluctant learners. The toilet facilities are adequate in number but there are no separate toilets for staff. In addition, the cubicles are in need of improvement. The accommodation at Clare Road is most unsuitable. The building is a mid-terraced house on four floors. The classrooms are small, the staircases narrow and there is no recreation space. Full delivery of the curriculum offered is not possible, especially in science. The staff do their best with inadequate facilities; for example, they teach food technology with only one cooker. In all centres, teaching and support staff make great efforts to improve the environment for learning. The quality and quantity of resources are satisfactory overall. Access to information and communication technology resources to support pupils' learning is a weakness in many subjects but this situation is under review and the number of computers is being increased.

Care, guidance and support

Pupils' care, welfare, health and safety are good. The PRU provides pupils with good support, advice and guidance and involves them satisfactorily in discussions on aspects of the PRU's work and development.

Main strengths and weaknesses

- Pupils feel secure because there are good arrangements to ensure health and safety;
- They have good, trusting relationships with adults at the PRU;
- Pupils generally achieve well because their personal and social development is monitored and supported well;
- The PRU is developing more opportunities for pupils to become involved in its work;
- Provision for pregnant schoolgirls and young mothers is very good;
- The crèche at the Clare Road site is closed at present; it is hoped that it will reopen in the next school year;
- Annual reviews are well organised.

Commentary

27. The PRU's designated officer for child protection is well trained and there are good arrangements to inform staff about the PRU's policy and procedures. Accident and emergency procedures, including first aid, are good. Risk assessment is undertaken as required for general health and safety matters. External agencies make a good contribution to raising pupils' awareness about health and safety. For example, a theatre group gives performances about alcohol and drugs education and a local advice line provides workshops for pupils.
28. Staff are caring towards pupils on a day-to-day basis and this is underpinned by good relationships at all levels. Pupils feel that they can turn to an adult if they have any worries; for example, if they feel bullied.
29. Staff work well together to give good advice and support to pupils in their personal development, based on good monitoring. However, many pupils are uncertain about how to improve in their academic learning and there is not enough target-setting. The Connexions service provides good, impartial guidance on further study and careers opportunities. The PRU works very effectively with specialist support agencies. For example, the educational psychologist, educational welfare officer and other support services are well engaged to meet particular needs. These support mechanisms illustrate the PRU's inclusive approach to learning.
30. The PRU considers the views of pupils. For instance, the pupils at Clare Road were asked recently how they would like to use a small budget for additional resources. The headteacher acknowledges that more opportunities would support personal development and the PRU is now in the process, in partnership with the youth service link, of developing a forum for pupils to give their views, raise concerns and become more involved in the PRU.
31. The PRU has very good provision for pregnant schoolgirls and teenage mothers. The service originally provided home tuition for this group of pupils. Organisation was haphazard due to lack of funding. There was provision only for tuition before the birth of the baby but there was no provision post-natally. When financial backing did become available, it was decided to try to keep the girls in the PRU because of the demands of examination courses.
32. Girls are referred to the service by various agencies including schools, education welfare and the medical profession. After referral, the co-ordinator visits the pupil before the birth to help with any problems. However, the most contact takes place after the birth of the baby. The programme begins with a meeting ten days after birth, three months later and at three-monthly intervals until the child is three years old. The co-ordinator monitors the welfare of the girls with care. She is prepared to meet girls other than at the normal intervals. Although many young mothers have few problems, some have difficulties caused by difficult home circumstances.

33. When girls return to school after giving birth, the co-ordinator provides them with a list of child minders in the area. She ensures that child care is funded by grants available from a Manchester agency 'Care to Learn'.
34. The co-ordinator is committed to the highest standards of provision for girls in this situation. She has produced a leaflet which outlines the services available for pregnant schoolgirls and young mothers. She also runs support groups for the girls and their partners.
35. Co-ordinators are committed to the highest standards of provision for pupils with special educational needs with a clear sense of purpose as to how these may be achieved. Teachers and SISWs enjoy positive relationships and the teamwork created offers pupils dedicated support. All aspects of the Special Educational Needs Code of Practice are fully implemented. Statutory requirements for the assessment and review of statements of special educational needs are fully met.

Partnership with parents, schools and the community

The PRU has good links with parents and the community, including other schools and colleges. Many links make a good contribution to achievement and enrich learning.

Main strengths and weaknesses

- There are good procedures to ensure parental satisfaction and the PRU involves parents well by seeking, valuing and acting on their views;
- Parents are well informed about the PRU and their children's standards and progress. This helps them to contribute to their children's learning at home;
- A small number of parents do not support the PRU's efforts to raise attendance and this has a significant negative impact on attendance figures;
- Good links with the community enrich the curriculum and contribute to pupils' learning and achievement well;
- Good links for integration at Stepping Stones and developing links with secondary schools give confidence concerning reintegration into mainstream schools.

Commentary

36. The PRU has an open door policy and welcomes parents as partners in the education of their children. The headteacher and staff are always happy to meet with parents to discuss any suggestions, concerns or complaints. A questionnaire is completed by parents at consultation evenings asking for their views on the work of the PRU. Several parents were involved in the 'schools and children's services scrutiny panel', which gave parents a key opportunity to contribute to the development of the PRU. Through this, parents were able to influence and help develop the curriculum, resources and parental communications.
37. Parents are well informed about the PRU through the admissions pack that includes information such as the code of conduct. Newsletters are well presented and give details about the curriculum, topic work and pupils' achievements. Parents are also well informed about their children's progress through two consultation evenings and good quality annual reports for their children.
38. Attendance is a major issue for the PRU. Although there have been improvements in overall rates of attendance in the last two terms, a small number of parents still condone their children's unauthorised absence and this has a significant effect upon those pupils' opportunities to make progress.
39. The PRU has established many links in the community. Two youth workers from the Youth Service contribute well to learning and lead many activities at the Phoenix Centre and Clare Road. Many good links with specialist support agencies enable pupils to work through

personal, social and health problems. A strong link with Connexions ensures that older pupils receive good information about careers. Community visits to museums, a wind farm, caves, coves and other places of interest contribute well to many programmes of learning. Many visitors lead activities and give talks for pupils. For instance, at Stepping Stones, pupils receive drugs education from a local advice line and also meet the community police officer, fire prevention officer and nurse regarding health and safety matters.

40. There are good educational links with secondary schools. For example, a mathematics teacher from a high school regularly leads lessons for older pupils. Secondary school links are set to improve further as the PRU has recently made agreements with many schools regarding reintegration and transfer. Stepping Stones is attached to a local mainstream primary school and this gives pupils many opportunities to share learning experiences with their mainstream peers. For example, they join lessons occasionally, share assemblies and use the same facilities. They integrate very well generally and benefit from being treated the same as Whitehill mainstream pupils.

LEADERSHIP AND MANAGEMENT

The leadership, management and governance of the PRU are good. The leadership of the PRU ensures clear direction and purpose, with high expectations for continued improvement.

Management of the PRU is efficient and effective. The expertise and good contributions of key members of the management committee hold the PRU rigorously to account for its work.

Main strengths and weaknesses

- The headteacher has a clear vision and high aspirations for the PRU;
- The expertise and contribution of key members of the management committee is good;
- There is a good sense of teamwork;
- The accommodation is a barrier to learning for several aspects of the curriculum;
- Statutory requirements concerning pupils with statements for social, emotional and behavioural difficulties are not being met.

Commentary

41. The headteacher provides good and effective leadership and manages the PRU with a clear strategic vision. He has a very clear perception of the primary purpose of the PRU and has communicated this effectively to all staff. His individual contribution to the PRU's development and improvement is good. The headteacher knows the PRU and its pupils well and has a clear idea of current priorities. A strong senior management team has been established and this has contributed to the progress the PRU has made in such a short time. The staff team works well together and is committed to further improvements in pupils' achievements. All staff provide good role models. The headteacher has made in-service training a priority. Many of the subject co-ordinators are new to their roles and, as yet, have had little time to develop their subjects fully. Procedures are in place for the performance management of teachers and support staff, and there is a strong emphasis on continuing staff development. The PRU directs the majority of its efforts towards the reintegration of its pupils. It is very well supported by the agreement recently adopted by most of the headteachers of the secondary schools within the authority. The inclusive approach, which the headteacher fosters, supports all staff and pupils well.
42. The management committee is making a good contribution to the effective running of the PRU. Good relationships exist with the headteacher and other staff. The chair of the management committee, particularly, knows the PRU well and has its best interests close to her heart. She and the headteacher work together closely to ensure that all the things the PRU should do are done. Several members of the management committee have a close involvement with the PRU and are determined that it should succeed. They meet regularly and monitor effectively to review its progress. Consequently, they have a good understanding of the strengths and

weaknesses of the PRU. As a result, they are in a position to influence the strategic planning which is ultimately designed to maintain the high standards of total reintegration to which the PRU aspires. Their overview of the budget is good. However, the PRU does not provide the full National Curriculum for the pupils who have full statements of special educational needs and are long-term placements. The management accepts this criticism and is now working towards a solution.

43. Management throughout the PRU is good. There is a good, comprehensive improvement plan in place that highlights all of the main areas needing development. It is well focused and reflects the intention to deliver educational priorities by providing high-quality learning in all aspects of the PRU's life. Structures and procedures to support the plan and help deliver its priorities are working well. For example, much work has been put into planning a curriculum which is progressive and cohesive. Raising standards by providing appropriate accreditation in relevant subjects are among the priorities.
44. Approaches to financial management are good. The budget is well managed by the office staff and overseen by senior management and governors. Effective systems ensure that expenditure is well prioritised in order to improve provision, with appropriate consideration of best value. The underspend in the last year is the result of refurbishment to one of the buildings being unfinished at the end of the financial year.

Financial information

Financial information for the autumn term 2003. The PRU has not yet had a full financial year.

Income and expenditure (£)		Balances (£)	
Total income	814,500	Balance from previous year	N/A
Total expenditure	741,000	Balance carried forward to the next	73,500
Expenditure per pupil	10,586		

45. There are some barriers to improvement. These are mainly centred round the accommodation for subjects requiring specialist facilities to meet the needs of pupils working towards accreditation at GCSE in English, English literature, mathematics, home economics, German and also in science where lack of adequate facilities limits learning and achievement. The commitment and enthusiasm of the senior management team, governors and most teachers ensure there is good capacity for improvement.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES

SUBJECTS IN KEY STAGES 2, 3 and 4

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils' achievements are satisfactory because the teaching is good enough to overcome much of the reluctance that many pupils show;
- A new co-ordinator has recently raised standards and expectations among staff;
- Literacy skills are being practised satisfactorily in other subjects now.

Commentary

46. Pupils achieve satisfactorily because lessons are well planned by teachers who have good knowledge of the subject, and of how it can be adapted to meet the needs of the pupils in the PRU. Pupils with individual special needs, and those with statements, achieve equally well. Teachers are enthusiastic and run lively lessons that often motivate pupils to work well. They are very ably supported by classroom staff who work with individual pupils, either with their lesson work, or in helping pupils to control their behaviour. Often, pupils respond positively, and will work for extended periods, such as in a very good series of lessons at Stepping Stones (Years 3-6) about grammar, spelling, handwriting and punctuation that centred on the topic of dinosaurs. At other times, however, pupils find it very difficult to pay attention and concentrate, and their learning in lessons becomes slow. This results in pupils' long-term achievements not being as good as the teaching would otherwise encourage. Many pupils find it difficult to hold a calm and logical conversation, and need a lot of encouragement to write down their thoughts, or what they remember from a lesson. The older pupils at the Phoenix Centre (Years 7-10) and Clare Road (Years 10-11) are able to follow a GCSE course in English Language and English Literature. This is very motivating for some pupils who come to believe in themselves more when they find they can gain nationally recognised certificates. Other pupils, however, do not find studying Shakespeare or great English poets and novelists interesting; they either do not attend lessons, or disrupt them, especially at Clare Road. Staff here find it more difficult to raise pupils' levels of motivation and achievement.
47. A new co-ordinator has already assessed the main strengths of the subject, and has made plans to deal with the deficiencies. Pupils up to Year 9 have lessons that follow the national guidelines well, especially at Stepping Stones. Recent improvements now include lesson plans with a clearer focus on pupils' achievements and objectives to be learned in lessons, instead of what teachers want pupils to do. The co-ordinator has also increased the level of joint planning at Phoenix Centre and Clare Road so that lessons in one centre are closely related to lessons in the other, especially with the recent introduction of the GCSE course. Staff have had training to increase their confidence in teaching this subject, and in managing the behaviour of pupils. As a result, both staff and pupils have higher expectations. This leads teachers to encourage pupils to do better, and raises pupils' expectations of their own abilities. Although the assessment of pupils' progress is satisfactory on a daily basis, and through the GCSE coursework, the co-ordinator plans to increase the frequency and accuracy of the assessment, making it more useful in planning pupils' future work.

Language and literacy across the curriculum

48. Overall, teachers make satisfactory efforts to develop pupils' literacy skills in other subjects. In science and history, for instance, pupils write accounts of experiments they have done, or places they have visited. They add labels to diagrams, and fill in questionnaires and forms in personal, social and health education lessons, such as how to apply for a job or how to make a polite written complaint. More frequent opportunities could be created, however. Pupils have many opportunities to develop their speaking skills in class discussions in all subjects, but often find it difficult to listen for any length of time, or to express themselves clearly and sensibly.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teaching at Stepping Stones is very good and pupils make very good progress;
- Co-ordinators are committed to raising standards, and management of the subject is good;
- SISWs make a significant contribution by supporting pupils' learning and helping to manage behaviour;
- Target-setting and assessment are well developed at Stepping Stones but there is no formal system of assessment for older pupils;
- Teachers ensure that all pupils participate fully in the lesson.

Commentary

49. Pupils enter the PRU with standards below the national average due to erratic attendance and behavioural and learning difficulties. However, progress in lessons and over time is never less than satisfactory; at the Phoenix Centre progress is good, and at Stepping Stones achievement is very good. Effective lesson planning and dedicated support from SISWs are factors in boosting pupils' performance. By the end of Year 11, a number of pupils achieve success in GCSE and other accreditation.
50. The quality of teaching and learning is variable. At Clare Road (Years 10-11), it is satisfactory, at the Phoenix Centre (Years 7-10) it is good and at Stepping Stones (Years 3-6) it is very good. Teaching staff have derived benefit from the input of a mathematics specialist. Liaison between the specialist and teaching staff has produced a good overall scheme of work. Staff understand how to plan using the numeracy strategy and lesson planning is very good in all three centres. Learning objectives are clearly identified and made known to pupils so that they understand what they are to learn. There is full inclusion in all lessons when teachers use targeted questioning, matched to attainment, to enable all to participate fully. Teachers use the three-part lesson model well with a lively starter designed to engage pupils' attention. In the main activity, there is effective use of varied resources to retain pupils' interest and concentration. Plenary sessions, well used at Stepping Stones, are less well embedded at the other two centres. Teachers do not always leave sufficient time for pupils to discuss what they have learned. Most pupils have a good attitude to the subject but, in the less effective lessons, disruptive behaviour is not sufficiently well managed to allow pupils to make satisfactory progress.
51. Leadership and management of the subject at Stepping Stones are very good. The co-ordinator, who has been in post for several years, has very efficient systems of organisation in all aspects of the subject. The newly appointed co-ordinators at the other two centres demonstrate good qualities of leadership and management. They have an enthusiastic commitment to curriculum development. Planning documents are efficiently organised. Procedures for target-setting and assessment for older pupils are under review.

52. Accommodation for the subject is satisfactory. An improving range of resources is effectively used to support learning.

Mathematics across the curriculum

53. From lesson observations, there is no evidence that pupils practise mathematics in other subjects. A planned programme for this aspect would raise staff awareness of the opportunities for pupils to practise numerical skills.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Teaching and learning are consistently good in Years 3 to 9;
- Teachers are skilled in devising investigations which overcome some of the inadequacies of the accommodation;
- The accommodation at Clare Road is unsatisfactory for secondary-aged pupils, as specialist facilities are not readily available.

Commentary

54. The pupils in Years 3 to 9 achieve well and make good progress with their learning. In Years 10 and 11 pupils make sound progress and achieve satisfactorily, so that many attain a satisfying grade in the Certificate of Achievement. Achievement is not as good in Years 10 and 11 as the specialist facilities that are required are not available.
55. Pupils achieve well in Years 3 to 9 because much teaching is based on a practical curriculum, and pupils play an active part in their own learning. In Years 7 to 9 specialist facilities are not available, but the teacher is creative and designs investigations that meet the needs of the pupils. Teaching and learning for these pupils in science are consistently good. Teachers have secure subject knowledge and high expectations of the pupils. Teachers and SISWs know their pupils well and manage their behaviour effectively. This enables them to make lessons interesting. Pupils are motivated and respond by working hard and showing high levels of enjoyment. They develop good observational habits and understand a fair test. Relationships are good and play a positive role in maintaining the quality of learning in science. All adults take every opportunity to praise and encourage success. Pupils respond positively and are very keen to participate and show what they know, understand and can do. In Years 10 and 11 the lack of adequate facilities has a more detrimental effect on the pupils' learning. The teachers have very good scientific knowledge and have devised a curriculum that seeks to overcome the disadvantage of the provision, so that pupils do have the opportunity to achieve several units in the Unit Award Scheme.
56. Science is soundly led and managed. The co-ordinators have a clear vision for the development of the subject and are concerned that pupils achieve the most that they can. Assessment of attainment is made at the end of each module of work and short-term objectives are set and shared with the pupils. In the lessons observed, the teaching assistants made an extremely strong contribution to the positive learning experiences of pupils. They have a clearly identified role, engage with pupils well and are confident when working with pupils. Visits are used to widen the pupils' first-hand experience of science. However, information and communication technology is not yet used sufficiently as a teaching resource to engage and motivate the pupils and extend resources.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Teaching is good for the pupils in Years 3-6;
- The new co-ordinator is capable, enthusiastic and has good plans for the development of the subject;
- Computers and related equipment are not used sufficiently in other subjects;
- The poor behaviour of some of the older pupils limits their achievement; nevertheless, pupils' achievement is satisfactory overall.

Commentary

57. Pupils' achievement is satisfactory in Stepping Stones (Years 3-6) because the teaching there is good, and pupils use a very good computer suite in the primary school where the centre is based. This provision has been settled for several years, so staff have been able to develop their skills and knowledge. Pupils learn basic skills such as inputting text and adding pictures to regular diary posters, and to small business cards, as well as making PowerPoint slide shows about their own interests, family and friends. However, pupils in the other two centres (Years 7-11) have not had the advantage of computer suites in their centres until recently. Also, the teaching is only recently beginning to be good enough to raise pupils' standards of achievement. Pupils who attend regularly, and pay attention in lessons, are now making satisfactory progress, and their achievement is satisfactory. Pupils who attend only rarely, or who are disruptive, do not achieve satisfactorily.
58. Teachers plan their lessons with clear aims in mind, and with tasks that encourage learning by building well on what pupils have already learned. The relationships that teachers and support staff have with pupils are mainly warm and helpful in motivating pupils to work well. Sometimes, pupils do not respond well, and their poor behaviour gets in the way of their learning, especially at Clare Road. For the older pupils, the lessons are planned within a long-term scheme that is designed and approved by the Assessment and Qualifications Alliance. Some pupils are well motivated to work by the nationally recognised certificates that they can earn. However, this has not been in place long, and so pupils' learning has not been structured in a logical sequence until recently. Teachers frequently assess pupils' progress, whether as individual notes in lessons, or as part of the formal assessment that is part of the national course.
59. The new subject co-ordinator has already gained a clear view of the strengths and weaknesses of the subject, and has developed a set of ideas for how to improve learning. These include more training to build up staff confidence and skills, and changing the long-term plan for younger pupils to a commercial one that is very relevant to their needs and abilities. Much of the computing equipment is very new at the Phoenix Centre and Clare Road, and more is on order for Stepping Stones. All the computers are due to be networked with internet access, thus allowing pupils' learning to be broadened.

Information and communication technology across the curriculum

60. Teachers do not make sufficient use of computers and related equipment in their lessons in other subjects. As a result, pupils do not have many opportunities to practise the skills they have learned in separate lessons. Also, their learning in other subjects is not broadened and enriched by all that computers can offer. The co-ordinator recognises this, and is working with staff to increase their confidence and develop the use of information and communication technology in other subjects.

OTHER AREAS OF THE CURRICULUM

DESIGN TECHNOLOGY AND MUSIC

61. These subjects are not taught at the PRU.

HUMANITIES

62. Only two lessons of **geography** were observed during inspection, one at Stepping Stones (Years 3-6) and one at the Phoenix Centre (Years 7-10). Pupils at Stepping Stones made satisfactory progress as they learned about the journey of a river and how rivers produce particular features in the landscape. In this particular lesson some pupils presented quite challenging behaviour and this was managed well by the teacher and SISW. Teaching at the Phoenix Centre was good; the lesson was well planned, with interesting activities that engaged the pupils and helped them to learn well. The SISWs were both pro-active in helping pupils to learn and they were also good at managing the difficult behaviour of some of the pupils.
63. One lesson in **history** was observed. From this, teachers' planning, pupils' work in books and on display around the PRU, and discussion with the pupils, it is evident that pupils make satisfactory progress. The Year 10 pupils found the topic of medicine in the ancient world very interesting and showed sound recall of earlier lessons. They could name some of the early practitioners, such as Hippocrates and Galen, and how they advanced medical knowledge at that time. Pupils were motivated and keen to enter into discussion. Literacy skills were practised by reading around the class, but insufficient use of extended writing was made to consolidate and enhance learning.
64. It was possible to observe only one lesson of **religious education** during the inspection and this was a very good lesson at the Stepping Stones centre. It was very well planned and included a wide range of activities to support pupils' learning. There were very good relationships, which generated a pleasant atmosphere for learning and the teacher was secure in her subject knowledge as well as being a good classroom manager. Throughout the lesson the teacher made sure that pupils concentrated on new words that they came across and that their literacy skills were reinforced and developed.

VISUAL AND PERFORMING ARTS

65. The quality of teaching in **art** at Stepping Stones (Years 3-6) and the Phoenix Centre (Years 7-10) is good; three lessons were observed. The teachers and SISWs work extremely well together; they understand each other's skills and make sure pupils benefit from them. Pupils learn well and they are each encouraged to be individual in their work. Pupils learn to use colour effectively and create pictures or designs that are in keeping with the different seasons. They also produce pictures and collages to depict the different religious festivals. One group of pupils in Stepping Stones was eagerly painting Easter motifs on wine glasses, which they were going to fill with small chocolate eggs as Easter presents. Another class worked well, inspired by the good teaching and well-planned lesson. They produced portraits that were very effective by following some basic rules concerning the general proportion of the human facial features. It is clear that pupils make good progress and enjoy their work; they are highly motivated. The classroom walls and corridors at Stepping Stones and the Phoenix Centre carry very good displays of pupils' artwork, and this shows how highly the work of the pupils is valued.

PHYSICAL EDUCATION

66. Physical education is not timetabled regularly. Instead, staff create well-planned and well-organised opportunities for games and other activities such as swimming, cricket, volleyball, hockey and football when the seasons and the weather permit. Some pupils have taken part

in rugby activities with a local secondary school, and have had a series of rugby sessions with a local rugby team. The older pupils at Clare Road (Years 10-11) also benefit from regular opportunities to go swimming, play squash, exercise in a health and fitness gym, and play snooker and pool – perhaps as a reward for good effort and attendance. There are also special days when pupils have enjoyed sailing on a nearby lake, canoeing, joining in a ‘team building’ day, skiing on a dry training slope, and learning to climb on an artificial rock-face. These activities provide good opportunities for pupils to take part in physical activities, as a break from their academic lessons in the PRU, as well as providing valuable opportunities for them to co-operate and compete with each other.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for personal, health and social education and citizenship (PHSCE) is **good** overall.

Main strengths and weaknesses

- Pupils make good progress in all year groups and this contributes successfully to their return to education;
- The relevant range of topics covered in lessons is supported effectively outside of lessons by all staff;
- Assessment of pupils' achievements is not well enough established in Years 7 to 9.

Commentary

67. The PRU's clear focus on improving personal development is an important part of pupils' successful return to education. Opportunities are provided for personal and social education throughout the school day and ensure that achievement is good overall. There is a well-planned programme of personal, social and health education, which achieves a good balance between all three areas. It is being developed to include those elements of citizenship which are not already covered, making use of national guidance in selecting topics which are relevant and practical, and which encourage thinking and discussion about wider issues. Sex education and attention to drug misuse are well provided for. In addition to the discrete lessons in the subject, tutor periods and lunchtimes are well used to promote personal and social development and there are effective links with individual education plans. In the discrete PSHCE lessons, teaching and learning are sound and pupils make satisfactory progress. For example, in a lesson on contraception, pupils understood issues about health, but some were unsettled and this meant there was not the clear sustained focus on listening and the involvement needed to consolidate the understanding and achievement of all pupils. Pupils' unwillingness to participate was a feature of this otherwise well-prepared and thought-out lesson.
68. Pupils' attendance, behaviour and attitudes to learning have been improved significantly as they learn through their PSHCE lessons how to take responsibility for themselves. The success of the PSHCE curriculum is due to staff knowing the pupils very well and identifying the areas that pupils need to improve. Good use is made of specialists to support the expertise of staff. For example, youth workers lead optional sessions regularly. Breaks, lunchtimes and the other informal parts of the school day are generally used constructively to develop personal and social skills.
69. This area of the curriculum is being managed satisfactorily. Careers education and guidance for pupils beyond Year 9 is incorporated well into several lessons. Assessment is already secure in Years 3 to 6 and in Years 10 and 11, where pupils are able to gain accreditation through an entry-level examination. In Years 7 to 9 assessment opportunities are written into the planning, but practice is not yet formalised or recorded.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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