

# **INSPECTION REPORT**

## **WHITMORE PARK ANNEXE**

Coventry

LEA area: Coventry Education Authority

Unique reference number: 103636

Headteacher: Mrs A Walker

Lead inspector: Mr M G Whitehead

Dates of inspection: 10<sup>th</sup> – 11<sup>th</sup> December 2003

Inspection number: 263135

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the PRU. Under the School Inspections Act 1996, the PRU must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## **INFORMATION ABOUT THE PRU**

Type of school:	Unit for Pregnant School Girls and Teenage Mums
School category:	Pupil Referral Unit
Age range of pupils:	14 – 16 years
Gender of pupils:	Female
Number on roll:	6

School address:	Rylston Avenue Coventry West Midlands
Postcode:	CV6 2HD

Telephone number:	02476 337734
Fax number:	02476 337734

Appropriate authority:	Coventry Education Authority
Principal Adviser SEN & Inclusion	Mr M Bonathan

Date of previous inspection:	March 1999
------------------------------	------------

## **CHARACTERISTICS OF THE PRU**

Whitmore Park Annexe is a pupil referral unit (PRU) for pregnant school girls and teenage mums. It serves the Coventry area and supports the girls who are referred to the PRU as well as other pupils in mainstream, other schools or alternative provision.

The PRU shares a building as part of 'Education Otherwise' service and enjoys some very good facilities for the teaching of science, food technology and information and communication technology. This is all accommodated in one room that serves for all lessons as well as break times and lunchtimes which allows no opportunity for a change of environment whilst at 'school'. In the same building there is a crèche for the babies of the pupils attending the PRU. The facilities in the crèche are of a high standard.

The number of pupils on roll varies from week to week. At the time of the inspection there were six girls attending; three with 'bumps' and three with babies. All were White British and there were no pupils for whom English was an additional language. The ages of the girls ranged from 15 to 16 years. Most of the girls were working at levels that were below the national average because of the interruption that pregnancy had had upon their schooling and some lack of engagement with mainstream education prior to their involvement with the PRU. Nevertheless, there are some times when the work of pupils is in line with the average from ordinary schools. The girls come from a wide range of socio economic circumstances. The PRU acts as a haven from the social pressures and demands that are made in mainstream schools, and for most of the pupils it is a short term solution to their educational needs and encourages them to return to mainstream if at all possible.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21061	Mr M G Whitehead	Lead inspector	Mathematics, science, information and communication technology, art, special educational needs.
19650	Mrs S Thomas	Lay inspector	
1358	Mr G Essex	Team inspector	English, humanities, personal, social and health education.

The inspection contractor was:

Serco QAA  
Herringston Barn  
Herringston  
Dorchester  
Dorset  
DT2 9PU

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>8</b>
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE PRU</b>	<b>9</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>15</b>
<b>THE PRU'S EXTENDED SERVICES &amp; SUPPORT PROGRAMME</b>	<b>18</b>
<b>PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES</b>	<b>19</b>
<b>SUBJECTS AND COURSES IN KEY STAGE 4</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>26</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Whitmore Park Annexe is a good PRU** that provides a good quality of teaching and the pupils all learn well. The leadership of the headteacher and key staff is very good; this is a major factor in ensuring good levels of achievement by all pupils. The PRU makes very good use of its extensive involvement with other agencies and educational providers for the benefit of the pupils; this is a significant aid to raising achievement. The PRU provides good value for money.

The PRU's main strengths and weaknesses are:

- The good teaching is particularly effective in promoting equality of opportunity and good relationships;
- There is very good teamwork amongst all staff who work at the PRU, or are involved with the PRU;
- The PRU awards high priority to the care, support and welfare of the pupils and their babies;
- The PRU is very outward looking in its support of pregnant schoolgirls and teenage mums;
- The links with parents and families are very strong;
- The PRU's evaluation of its effectiveness does not make best use of the information available;
- The range of accreditation available does not yet cater for the full range of attainment levels amongst the pupils.

The PRU has developed well and become more effective since the last inspection; it has addressed successfully the issues that were raised.

### STANDARDS ACHIEVED

Pupils' achievement at the end of:	in relation to individual targets in:	
	Subjects of the curriculum	personal and social education
Year 11	<b>good</b>	<b>good</b>

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

Pupils' achievement is **good** overall. Achievement is good in English, information and communication technology, mathematics and science. Achievement is also good in many other subjects except religious education, where it is satisfactory. The standards attained by pupils are below the national average for pupils of the same age because of the disruption that there has been to their education.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are **good**. They form very good relationships with staff, they work hard, are very co-operative and enjoy their studies. Pupils' attitudes and behaviour are good and attendance is satisfactory overall. Their moral and social development is very good; cultural and spiritual development is satisfactory.

### QUALITY OF EDUCATION

The PRU provides a **good** quality of education. Teaching is **good** throughout the PRU.

Teachers are very well prepared for each lesson and have very high levels of subject knowledge that help to keep the lessons challenging and interesting; consequently pupils learn well and are highly motivated. Teachers consider the well-being and care of the pupils and their babies to be of the

utmost importance and make sure that all activities are planned with this aim in mind. High levels of support and guidance are given to the pupils and their babies, as well as to the parents of the pupils and the schools from which they come.

The PRU provides a good curriculum that has a breadth of subjects that closely mirrors the national curriculum and religious education. Subjects are carefully tailored to meet the needs of the pupils and many opportunities are taken successfully to make the subjects relevant to the needs of teenage mums. There is, however, restricted opportunity for taking nationally accredited examinations. There is room for a wider range of exams that can meet the needs of those who are unable to reach GCSE standards. The PRU is beginning to address this issue already.

There is very good collaboration between different strands of the service that work to support pupils in other parts of the city. The adults involved in the work of the PRU form a very effective team; there are very strong, productive links with parents, who work closely in partnership with the PRU. The PRU has very strong links with the parents of the girls and often with other members of the extended family. There is a very strong outreach service provided by the PRU, which is of great benefit to pupils of the school, pupils who remain in mainstream schools and to the staff who work in the schools. There are very close links between all support services to the benefit of the pupils and their babies. These include members of the Connexions service and members of the social services. These strong supportive links help to ensure that all pupils are able to learn well and complete an appropriate and very valuable education.

## **LEADERSHIP AND MANAGEMENT**

The headteacher and key staff provide **very good** leadership and strong management for the PRU. This is very effective in creating close team work amongst all staff, who have a sense of purpose; they are well respected amongst their colleagues in the local education authority. The PRU receives good support from the service's steering group. Statutory requirements are met.

There is a clear and shared vision and a determination amongst staff to do the best they can in providing for these girls. Nevertheless, there is a weakness in the way in which the school evaluates its own effectiveness. This is an area that needs further development.

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

All parents are very positive about the PRU and greatly appreciate the work that the staff do to help their daughters to maintain their studies and if possible and appropriate, to return to mainstream school. Parents also appreciate and applaud the work that the PRU does to help prepare the girls for the responsibilities of parenthood by focusing much of the study towards the needs and demands of babies and young mothers.

Pupils speak very positively about the PRU and appreciate the high levels of support, nurture and understanding that they receive from the teachers.

## **IMPROVEMENTS NEEDED**

The things the PRU should do to improve are:

- Develop more secure and effective systems to evaluate its work and effectiveness;
- Extend the range of accreditation available at different levels to suit the varying ability of the girls.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Achievement is good overall. It is good in the core subjects of English, mathematics and science. Achievement is also good in information and communication technology and art. Standards are below average.

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

- In English, mathematics and science pupils make good progress and achieve well;
- Pupils of all abilities make good progress;
- There is need for a wide range of accreditation that will acknowledge the progress and achievement of the pupils who do not reach GCSE levels.

#### **Commentary**

1. Throughout the PRU pupils are successful in their studies. They achieve well in most subjects. The pupils are well motivated by the skilful teaching they receive in English, mathematics, science and art. The outcomes of their work are often low when compared with the standards of work of pupils in mainstream schools who are of a similar age. However, there are times when pupils perform at levels that are equal to or even higher than mainstream pupils. This can be seen when looking at last year's GCSE examination results, where one pupil was awarded a Grade B in art. Pupils of all abilities achieve well during their time at the PRU.
2. Taking account of the pregnancy of the girls and their inevitable absence, it is quite clear that the pupils in the PRU make good and often very good progress as they work to catch up on their studies. Pupils work to help each other during lessons and give each other support when they are able, regardless of their differing ability levels.
3. Teachers have a clear understanding of the progress that is being made by each individual pupil and this information is carefully collated to reflect the effort that has gone into producing the work. Pupils are helped greatly by the supportive and helpful comments that the teachers write on the work. Because of the transient nature of the pupil population, it is not always helpful to compare data concerning different year groups and different years as the group composition is always totally different.
4. The very strong leadership in the PRU has a positive impact upon the ethos for learning and the way in which pupils achieve. Overall, standards have improved well since the last inspection as there were some areas that were not satisfactory. Even now there are areas where there is still room for development. This particularly true of the humanities subjects.

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

Pupils present good attitudes, are well behaved and relate well with each other. Attendance is satisfactory. Pupils' spiritual, moral, social and cultural development is good overall.



## Main strengths and weaknesses

- The PRU works very effectively in encouraging pupils to develop positive attitudes;
- Pupils respond well to the guidance and support that they receive;
- Pupils arrive punctually and are happy and sensible;
- Relationships between staff and pupils are excellent.

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

Authorised absence		Unauthorised absence	
School data	38	School data	0

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

## Commentary

5. There have been no exclusions from the PRU during the last academic year. Pupils relate very well with each other. The PRU is very effective in promoting responsibility amongst the pupils. All the pupils who have babies in the crèche are expected to take responsibility for their babies during lunchtimes and in the case of any disturbance or fire drill. This is very effective in ensuring that pupils gain the confidence and competence in looking after their babies. The PRU also works very effectively in promoting attendance and works closely with pupils and their parents to enable pupils to get to school following appointments at doctors, hospitals and clinics.
6. The PRU works very effectively in promoting moral and social development amongst the pupils. They are encouraged to talk and discuss with each other and, because the teaching group is relatively small, there is often the opportunity to enter into discussion during lessons. The excellent relationships between pupils and teachers are indicative of the commitment and care that is shown by staff towards pupils and the way in which pupils appreciate this.
7. The opportunities for spiritual and cultural development are satisfactory but some opportunities are missed that would help to develop cultural and spiritual issues, and pupils' awareness of cultural and spiritual issues could be improved. Because there is no cultural diversity within the pupil population at the moment, the PRU misses opportunities to develop the pupils' cultural understanding in the wider world.
8. Pupils are very successful in developing mature attitudes and taking responsibility. This is a theme that pervades a great majority of the teaching and learning in the PRU. Pupils show clearly that they are proud of their achievements and the skills and knowledge that they have gained during their relatively short time at the PRU. They leave the PRU much more able to cope with the responsibilities of parenthood and adulthood.

## QUALITY OF EDUCATION PROVIDED BY THE PRU

The PRU provides a good quality of education for all its pupils. The good teaching ensures that the pupils learn well and achievement is good. The work that the pupils do is carefully assessed and good quality records are kept of the progress that pupils make. Teachers make good use of the assessment to plan their future lessons and make sure that they are geared to meet the individual needs of the pupils. The curriculum is good, and pupils are very well cared for, supported and guided. Links with

the pupils' supportive parents are very good. The PRU's outreach and support service is very good and there are good links with other institutions.

## Teaching and learning

The quality of teaching and learning throughout the PRU is good. Assessment is good.

## Main strengths and weaknesses

- Teachers have specialist knowledge of their subjects;
- Teachers plan lessons well to meet the needs of the pupils;
- Assessment is used well to support the pupils and to guide the teaching;
- The examination results reflect the good quality of teaching.

## Commentary

### *Summary of teaching observed during the inspection in 7 lessons*

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

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

9. Teaching in the PRU is good. The pupils benefit greatly from the expertise that pervades the teaching and learn well. They gain good knowledge and understanding in the core subjects of English, mathematics, science and information and communication technology; they also learn well in the other subjects that they study and enjoy the skills and enthusiasm of specialist teachers. As a result of the good teaching pupils learn well and this shows in the examination results that many achieve, a significant proportion of them being in line with the national expectation for pupils of their age.
10. The confidence and competence amongst the teachers ensures that all pupils are able to benefit from their lessons. The use of subject specific vocabulary is so commonplace that it has become natural amongst the pupils. Pupils are confident enough during mathematics lessons to be able to talk comfortably about coordinates and axes; about an equation represented as a line and reflected in an axis. This is powerful speech amongst young mathematicians. Similarly the pupils can change from being mathematicians to being scientists. In this mode they carry out practical experiments, formulate hypotheses and then investigate their hypotheses by designing experiments to prove or disprove them.
11. These skills that have been gained by the pupils are the direct result of the good teaching and very good management of the subjects. The teaching is so secure that pupils are able to talk to the teachers about things that they don't understand without any fear of ridicule or shame. In this way the learning that takes place is much more effective and meaningful, ensuring that the education provided is totally inclusive.
12. Teachers make sure that their lessons are carefully planned to meet the different levels and needs of the pupils in the group. Sometimes they are expected to do the same work but at a different level of difficulty, whilst at other times special work is prepared to help reinforce a newly learned skill or a new understanding. This again is a true reflection of the strong management that takes place throughout the curriculum.

13. Assessment is also strong and used well. The teachers mark the pupils' work in a helpful manner and write comments upon their books that are designed to improve the quality of their work in future whilst acknowledging their present achievements. The comments are helpful, constructive and fair. In this way the pupils gain a very clear understanding of what they need to do to improve and how they might go about it. The assessment is also used skilfully by the teachers to manage their own teaching. From the assessment results they are able to see where their teaching may need to be changed in order to be more effective. This also helps them plan future lessons and topics of work. Overall, teaching is a strength of the PRU and has improved well since the last inspection. This is a true aid to pupils' learning and achievement.

### **The curriculum**

The PRU provides a good curriculum that is broad and extremely relevant for the pupils. Enrichment of the curriculum is good and is aided by contributions from other agencies. The accommodation and resources are satisfactory.

## **Main strengths and weaknesses**

- The curriculum reflects the national curriculum well;
- There is a great emphasis on the relevance of what is being taught;
- The curriculum is line with that of mainstream and follows accredited courses;
- There are good opportunities for cross-curricular teaching and learning;
- There are insufficient accredited courses for the lower attaining pupils.

## **Commentary**

14. The PRU has developed a curriculum that is appropriate to the needs of the girls. There is a great emphasis on the close liaison with the mainstream schools from which the pupils have come. This is successful in keeping them in line with their peers. The PRU's curriculum is strengthened by the expertise of the teachers. Specialist teaching is available throughout the curriculum; this creates a very positive and creative work ethos within the PRU.
15. The curriculum covering English, mathematics and science is strong and very well presented and supported by strong policies. The majority of subjects are carefully modified and designed to meet the demands of pregnant school girls. The art curriculum is individual and unique. Here the girls are able to learn the pure art techniques of water colour painting, figure drawing or pictorial composition; they may then progress to poster design and the study of block printing. There are some pupils who will study art as a recreational subject, purely for enjoyment rather than the desire to gain another formal qualification.
16. The variety of subjects available to the pupils is wide and enables them to continue with a broad education. The added strength of the curriculum is that it is all taught in the same room and therefore it becomes impossible to divorce art from literature or mathematics from science and art. This presents a wonderful opportunity for a great deal of cross-curricular study and experiment.
17. The PRU is aware of the need to broaden the selection of accreditation to enable the less able pupils to gain qualifications whilst attending the PRU and is beginning to address this. Pupils also receive careers advice and guidance through the 'Connexions' team. Reading through their work gives a very clear indication of how important the girls believe it is to be able to get a decent job when they leave. As one girl wrote, 'I want to get some good grades in my exams so that I can help my kid when he has homework to do'. Another told how she wanted a decent job so that she could provide for her child and make sure that he or she would have a better life than she had had.
18. The accommodation for the PRU is satisfactory overall. It shares a building and has very good facilities for the teaching of science, food technology and information and communication technology. However, there is only one room in which all subjects have to be taught and which also acts as a common room during breaks and lunchtimes. There is a separate crèche for the babies of the pupils attending the PRU and this is of a high standard. The accommodation, therefore, offers some excellent opportunities for cross-curricular study but also denies the pupils any opportunity to move from one room to another; no chance of a change of scenery or a quiet place for reflection, if needed. The teaching room is kept in very good decorative order and there are interesting and stimulating displays around the walls.
19. The PRU has a satisfactory stock of resources at present and continues to build upon these to improve them further. The materials and equipment that are used are of a good quality and help

to keep the pupils motivated during their lessons. The very good management of the resources is beneficial to the pupils and ensures that they have very good opportunities to learn effectively. The resources are carefully matched to the needs of the pupils and the subjects that they are being taught. Pupils appreciate the surroundings in which they learn and speak very positively about the facilities that are available. Within the PRU all pupils are encouraged to take full opportunity of the available curriculum and support. Each pupil is treated equally well and very respectfully by all staff and pupils. This helps to maintain the excellent relationships and feeling of trust that are present.

### **Care, guidance and support**

The PRU provides very good care, welfare, health and safety for its pupils and their babies. It provides them with very good support and guidance and involves them well in its work.

### **Main strengths and weaknesses**

- The care given to pupils ensures they feel valued as members of the community;
- Very effective guidance and support helps pupils plan for their future;
- Improved attendance monitoring procedures encourage previously disaffected pupils to attend;
- Monitoring of personal development is not recorded.

### **Commentary**

20. Staff know the pupils and their families well. Mutual respect creates a trusting community in which pupils feel valued, parents feel supported and families feel more secure about their future. Staff recognise that monitoring of personal development is informal and not as rigorous as it might be. They rely on their personal knowledge of a pupil to judge progress. There are plans to record this more formally in the new term and software packages have been bought for this purpose. Home visits prior to admission to the PRU reduce any anxieties a new pupil may feel.
21. Pupils receive a wealth of information and guidance and have access to a wide range of services for the pregnant and new mother. After consultation with the pupils the PRU arranged for them to attend a nearby clinic which holds ante-natal classes only for young mothers. A health visitor attends the PRU to discuss baby and child care with the pupils.
22. Effective careers guidance enables pupils to make informed decisions about their future. One past pupil now attends university. Others return to education in their school or a local college of further education.
23. Appropriate procedures are in place to ensure the health and safety of the pupils and their babies. Risk assessments are carried out and any action required is prioritised and carried out according to the level of risk. Since the last inspection procedures for monitoring attendance have improved. The PRU now obtains pupils' attendance figures for their previous three years in school. These are well recorded and are used well to identify patterns of absence. The PRU has been successful in encouraging pupils to attend who refused attendance at their previous school.

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

The PRU has developed very good, productive links with parents who are very supportive of its work. There are very good links through the 'Education Otherwise' service which support pupils and their families and the PRU provides a very good outreach and support service. Links with other schools and colleges are good.

### **Main strengths and weaknesses**

- Good consultation with pupils' families has resulted in improved social opportunities for families;
- Very strong links with external agencies ensure pupils receive relevant advice and guidance;

- Very good communication between the PRU and parents ensures staff and parents are kept up to date with pupil matters and progress;
- There are few business links to enhance the PRU's work.

### **Commentary**

24. Parents and pupils' grandparents are very appreciative of the work of the PRU. They are pleased that their daughters/grand daughters are able to attend. They feel the staff are approachable and understand the problems they experience. They particularly value the family atmosphere created by staff when telephoning to check about their daughters' welfare and welcome their continued interest when their daughters are on maternity leave.
25. Parents are kept well informed. As some families live a considerable distance from the PRU most of the communication from the PRU is by telephone. Although there is no legal requirement for them to do so the PRU holds a parents' annual general meeting and a 'consultation evening' at the end of the summer term. Parents receive reports on their daughter's progress. These are detailed but there is still a tendency to concentrate too much on what work has been covered and the pupils' reaction to the work rather than on achievement and progress made.
26. The PRU is part of the wider 'Education Otherwise than at School' service and also works extensively with other external agencies such as the Teenage Pregnancy Strategy and Connexions. The high quality service provided ensures the pupils receive guidance and support specific to their needs. Pupils appreciate the nurture and understanding they receive. Links with secondary schools and local further education colleges are good. On request schools provide work to ensure pupils keep up to date with their GCSE work. Progress reports from the PRU to the school allow pupils to return to their studies if they wish to do so after their babies are born.
27. Pupils have good opportunities for work experience. Appropriate placements are arranged through 'Connexions'. All pupils take part in the scheme and this is of great benefit to them in preparation for leaving school, the world of work and the responsibilities of parenthood.

### **LEADERSHIP AND MANAGEMENT**

The leadership of the headteacher and of other key staff is very good. The management of the PRU is good. The governance of the PRU is good.

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

- Leadership inspires a belief by pupils in the value of their continuing education. It also promotes high aspirations among staff. These are major factors in the good achievements made by pupils;
- There is a very strong commitment to the promotion of equal opportunities for pupils;
- Leadership is outward looking. It links very effectively with other agencies and providers in order to address the whole range of pupils' needs;
- Planning is good and sets out a clear agenda for continuing improvement within the development of the service to which the PRU belongs;
- The PRU collects information on pupils' performance but does not yet make full use of this to help it monitor and evaluate its effectiveness.

## Commentary

28. The headteacher and her senior staff provide a strong sense of purpose and direction to the work of the PRU. They promote very good teamwork and an atmosphere in which staff and pupils respect each other. There are high expectations both for pupils' academic progress and for their personal development.
29. Leadership of the curriculum and of teaching is good. There is a readiness to review and change the curriculum in the light of pupils' individual needs, particularly as these relate to the external accreditation of courses. Development planning includes the updating of schemes of work and resources and the need to familiarise staff with new developments and initiatives. There are good links between the development plan and the programme of continuing professional development for staff. The development plan is a very useful document but, as it contains priorities for the whole service as well as its constituent parts, it fails to include some of the desirable developments identified specifically for the PRU and these are in danger of getting lost.
30. A noticeable strength of leadership is its coordination of a very wide range of opportunities for pupils in addition to the academic curriculum. This reflects a very strong commitment to equality of opportunity for the pupils. One recent example is the development, after consultation with the pupils, of a group led by the Local Youth Service to meet the desire of the pupils for social activities after school.
31. The PRU has worked hard to develop a system for the monitoring and evaluation of its work. It has made some progress in its collection of useful data, by presenting in graphic form, for example, the progress achieved by pupils as measured by the points scored in statutory assessment at age 14 and in GCSE examinations. The PRU is aware, however, that other forms of monitoring are needed and that its analysis of the information which it has collected about pupil performance is still limited in scope. There is insufficient use of the data for self-evaluation and for other purposes, such as development planning and the monitoring of the curriculum. In practice, however, management is aware of the PRU's strengths and weaknesses. Teaching is observed, teachers' planning is monitored and there is a well-run scheme of professional review, all of which are used to inform the programme of continuing professional development. Staff attend a good range of courses which have updated their own subject knowledge and have also raised standards in areas such as the use of information and communication technology and the assessment of pupils' progress.
32. The recruitment and deployment of staff have been managed very efficiently during a period of considerable change. In this, as in other areas of the PRU's operation, management has received good support from the service's steering group.
33. The good standards of leadership and management reported at the last inspection have been maintained and in some important respects improved. In particular, the role of the deputy headteacher is more clearly defined and a broader range of responsibilities is now very effectively delegated across the whole staff.

### *Financial information for the year April 2002 to March 2003*

Expenditure (£)	
Total expenditure	143359



34. This expenditure covers the cost of the education of the pupils within the PRU and the cost of the outreach provision made within the area. The number of pupils on roll varies from week to week and therefore expenditure per pupil per year can only be an approximation. Nevertheless, the expenditure, when compared with the provision, indicates that the PRU provides good value for money. It was impossible to get either further financial information, or a breakdown of all expenses for the PRU. It is for this reason that the rest of the financial table is not included.

## **THE PRU'S EXTENDED SERVICES AND SUPPORT PROGRAMME**

The PRU provides very good quality support and extended services.

### **Main strengths and weaknesses**

- The leadership is very high quality, well informed and experienced;
- There are excellent relationships with mainstream schools;
- The reintegration and outreach officers are both based at the PRU;
- There are very good links with outside agencies.

### **Commentary**

35. The PRU 's staff includes a reintegration officer and an outreach worker. The job descriptions of these posts contain a wide range of duties relating both to pupils who attend the PRU and to those for whom arrangements are made elsewhere. Both members of staff manage this diverse workload very efficiently. Liaisons with other agencies, dealing with referrals to the PRU, working with families and giving support and advice on a whole range of needs are examples of the main areas in which they work. They make a vital contribution to the very good provision made by the PRU for the pupils' all-round development and preparation for life after school. A very good example of this is the high-quality guidance given to the girls to help them take advantage of opportunities in further education. There is very close liaison with the specialist services concerned and the success of this work is demonstrated by the high proportion of pupils who go on to take various further education and vocational courses at local colleges.
36. These staff provide invaluable help to pupils on practical issues, such as housing, child care and benefits, through their very productive links with the agencies concerned. They also contribute to the development of the PRU 's provision, for example, by drawing up plans to extend the range of extra-curricular activities available.
37. There are varied demands on the time of these staff. The reintegration officer, for example, is called on to serve on various committees and projects connected with the local education authority's teenage pregnancy initiatives and also to contribute to training and awareness sessions. There is currently no formal system through which their work can be analysed and evaluated. Given the range and variety of their functions, it may be desirable for the PRU to establish such a system in order to set priorities for their time and to include their work in the PRU's own developing efforts at self-evaluation.

## **PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES**

### **SUBJECTS AND COURSES IN KEY STAGE 4**

#### **ENGLISH**

Provision in English is **good**.

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

- There are high expectations of success in the subject for each pupil and very good planning for progression to GCSE, both of which are highly motivating factors for pupils;
- There is very effective monitoring of pupils' progress. Assessment and the marking of work are very helpful to pupils;
- Teaching makes very good use of pupils' own interests and experiences to encourage self-expression, particularly in their writing.

#### **Commentary**

38. The quality of teaching is good, which results in pupils' good achievement. The management of the subject is very good. English is a very well-organised subject. Planning is detailed and comprehensive and is closely linked to a range of very good assessment materials. There is a strong emphasis on achievement in all aspects of the subject. As a result, pupils are very clear about what they need to do to succeed in the GCSE examinations. Over the last four years, results overall have been very good, despite a decline in the number of higher grades in the last academic year due mainly to erratic attendance by the pupils.
39. Specialist subject knowledge is a strength of teaching. It is particularly apparent in the teaching of literature, an area in which pupils make very good progress, particularly in their study of Shakespeare. It is also apparent in the very effective promotion of skills such as note-taking and the use of word-processing to draft, edit and present work. Pupils take a pride in the presentation of their work and the development of these skills makes a strong contribution to their progress in other subjects of the curriculum.
40. Oral work benefits from the very good relationships which prevail. The confidence, maturity and honesty with which the pupils express themselves and the close attention they give to what others say are evidence of the good progress they make in their speaking and listening skills. Teaching provides an interesting range of topics to encourage their contributions. In the lesson observed, for example, pupils responded very well to the tasks of distinguishing between fact and opinion and of analysing the language used in newspaper articles and advertisements. This engagement with the subject is also demonstrated in their writing. Their thoughts on "A life-changing moment", for example, produced confident and very coherent pieces of work which immediately engage the reader's interest.
41. Leadership of the subject is very good. There is a very clear vision of what the subject can give to the pupils, which is consistently followed in planning, assessment and teaching. The high standards reported in the last inspection have been maintained.

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

42. Language and literacy are promoted well across the curriculum. Careful attention is paid to the presentation of the pupils' work. Teachers are consistent in their demands for high quality written work and well formed verbal responses to their questions. It is clear that pupils enjoy their successes and gain in confidence as they settle into the PRU and begin to work hard.
43. Throughout the PRU there are displays that celebrate the work of the pupils and encourage them to carry on developing their literacy skills; through poetry, for instance. Pupils are encouraged to research for themselves and, wherever possible, pupils go to the computers and log on to the internet in order to search for information; all the time, they are reinforcing their literacy skills.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Pupils receive good teaching.
- The work is made relevant to the situations of the pupils.
- The work is carefully matched to the different levels of ability within the class.

### **Commentary**

44. Teaching and pupils' achievement are good. Mathematics lessons are interesting and meaningful to the pupils. They listen intently to the teacher as she speaks to them in mathematical terms as though it was every day language. Pupils respond equally confidently and are sometimes surprised at their own successes. Very quickly, during one lesson, the pupils regained their confidence and understanding of coordinate geometry as they plotted different shapes having been given the coordinates of each corner.
45. The very positive atmosphere in the class enabled one pupil, who was way behind with her work, to catch up quickly and was then expected to do the same work as the rest of the class. There was a very positive atmosphere in the classroom and all pupils worked quietly and conscientiously.
46. Management of the subject is very good. There is a good selection of good quality resources for the pupils to use and these include computer programs to help with their work. This is well managed within the classroom and the teacher makes sure that all pupils have a good supply of equipment; the pupils enjoy working with electronic calculators and are encouraged to do so.

### **Mathematics across the curriculum**

47. Mathematics is used very well across the curriculum and especially in science, food technology and art. In these subjects a great deal of time is spent in helping pupils to recognise and speak the mathematical words even though it may seem like a very non-mathematical situation.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Pupils receive consistently good teaching and achieve well;
- The subject is very well led and managed;
- The PRU has a special newly refurbished area in which science can be taught;
- The accommodation is so limited that science has to be taught in the same room as all other subjects.

## Commentary

48. The pupils at Whitmore Park PRU are very fortunate to receive such good quality teaching. The enthusiasm of the teacher quickly rubs off onto her pupils. During one lesson observed, the pupils were carrying out a practical investigation into the reaction between sodium thiosulphate and hydrochloric acid. Between them they managed to devise means of testing different solutions and collected some impressive data. In one experiment the girl recorded some results that were different from that which was expected. She quickly learned that these were anomalous results and that it would be wise to repeat that part of the experiment.
49. Pupils' behaviour was very good and they all wore protective clothing and goggles, taking full notice of all health and safety issues. The well established rules for practical sessions were respected by the pupils. The teacher has very good subject knowledge and experience in teaching. The equipment that is used during the lessons is very well organised so that the pupils are able to reach all items that are needed. The teacher allows pupils to take responsibility for their learning and this is very effective.
50. There has been good improvement since the last inspection. There is now a refurbished area that provides space to carry out the experiments and a decent work surface upon which they may prepare and carry out their work. Unfortunately, despite the excellent efforts that have been made to improve the facilities, there is still very limited space available. This means that there are limits on the work that can be done, particularly of a practical nature.

## INFORMATION AND COMMUNICATION TECHNOLOGY

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

### Main strengths and weaknesses

- There are sufficient computers for each pupil to work on a separate computer. They are all networked to a printer and the pupils are confident in using them;
- The hardware is new and appropriate to the pupils and very good use is made of the internet as a means of obtaining information.
- Pupils achieve well as a result of the good management of the subject and the good teaching.

## Commentary

51. The teaching of information and communication technology is good. The resources are very good and well managed to enable all pupils to gain full access to them. The teacher is very confident in the use of computers and their peripherals. She helps the pupils to gain confidence and succeed in using and understanding spreadsheets. The good quality teaching enables pupils to learn well as they grasp new concepts of modelling formulae for spreadsheets. They format cells to generate different functions and from their data produce charts and graphs to show their findings.
52. Very good use is made of the internet. Pupils are confident in logging onto the internet and using a search engine to find information and illustrations for their work. Pupils were set individual tasks to produce a flyer to advertise different things. One girl was searching for pictures of breast feeding to include in her flyer that was extolling the benefits of breast feeding.

53. The teacher has careful control over internet access and is constantly raising awareness amongst the pupils of the difficulties and dangers of random searching for information. During the inspection the PRU received new office chairs for the pupils to use at the computers. Immediately the teacher reinforced guidelines about the safe use and care of swivel chairs. For example, “pregnant girls do not swivel round and round on chairs. We do not eat at the computers, nor do we take the chairs to the dining area of the room because we don’t want the fabric to be spoiled by food marks.” The girls were in total agreement with her and were very pleased to be able to use them as soon as they arrived.
54. There has been good improvement since the time of the last inspection both in the facilities available and in the competence of the staff to teach the subject.

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

55. Information and communication technology is used well across the curriculum. In the PRU there is very good access to the computers and equipment; this enables them to be used in any or every lesson if it is appropriate and adds to the learning experience.
56. The major strength is the accessibility and the confidence with which the staff and pupils use the computers. They encourage pupils to use them to enhance the presentation of their work. They are used to present data in the form of charts and tables. They are well respected and appreciated by pupils and teachers alike.

### **OTHER AREAS OF THE CURRICULUM**

Art was inspected in full and is reported in detail below. Other subjects were sampled.

#### **Modern foreign languages**

57. Modern foreign languages present the PRU with the problems caused by the very different experiences that pupils had of the subject at their previous schools. Not all pupils take the subject at the PRU and there have been no recent GCSE entries in the subject. The coordinator recognises, however, that some pupils have the ability and previous attainment in the subject to take it further. Her development plan for the subject reveals her awareness of the need for considerable flexibility in this situation. She also recognises the importance of acquiring more appropriate course materials, of improving the use of information and communication technology and of strengthening the cultural and citizenship elements of the subject.
58. There is much work in progress to achieve these aims and to develop a suitable short course for external accreditation.

#### **Religious education**

59. The current programme of study of religious education was introduced at the start of the academic year. Planning is undeveloped. External schemes of work have not yet been adapted for the needs of the PRU. Very little written work has so far been completed by pupils. Most of it consists of brief worksheets taken from the resource book linked with the GCSE short course being followed.
60. In the lesson observed, pupils’ knowledge of the main faiths was fragmentary. They were interested in the subject matter, however. This centered on the attitudes and teachings of various

religions on issues of sexual morality. Teaching, done by a member of staff to cover for an absent colleague, made very effective use of this interest. A challenging task, to match statements on the issues with the different faiths, was set and pupils worked very well in pairs in attempt to complete it. Their limited knowledge of the key words, concepts and figures of the various religions rapidly became apparent, however.

### **Child development**

61. It was not possible to observe a lesson in child development during the inspection. A judgment on teaching and learning in the subject will not therefore be given. However, the very good results achieved in GCSE examinations, the quality of the coursework produced by pupils and the extent of the planning seen provide evidence of a very successful subject by which, not surprisingly, pupils are highly motivated.

### **Personal, social and health education**

62. Planning for pupils' personal, social and health education is being reviewed by the member of staff who has only recently been given responsibility for the subject. The citizenship element of the course and the assessment of pupils' progress in particular require attention but, for the subject as a whole, there appears from the long-term planning seen to be a good balance between its different aspects. Sex education and issues relating to drugs and alcohol are given appropriate prominence.

### **Technology**

63. It was not possible to observe the teaching of technology during the inspection. However, the PRU has a small area that has been refurbished with work surfaces and cookers to enable pupils to learn about practical food technology. Pupils also work with textiles and produce drawings as part of the graphics element of the course. There is limited opportunity to work with resistant materials. However, if a pupil is following a course in resistant materials then she can continue with this through close links that have been forged with a local mainstream school.

### **Physical education**

64. Physical education is not taught as part of the curriculum. It is inappropriate for pregnant schoolgirls to follow a mainstream course. There is an alternative and more appropriate course available in the form of child development and parenthood, which covers teaching about the need for regular suitable exercise.

### **Art**

Provision for art is **good**.

### **Main strengths and weaknesses**

- Pupils benefit from the teaching of a highly skilled specialist;
- The lessons are well planned to appeal to the interests of the pupils;
- The assessment of the pupils' work is very good and helpful to them;
- The accommodation is very limited.

### **Commentary**



65. Pupils achieve well at all levels of ability. This is due to the good teaching that they receive from the experienced and well qualified specialist teacher. He produces projects for the pupils to study that they find stimulating and this ensures that the pupils are well motivated and work well. The work that the teacher sets for the pupils is challenging and they rise to that challenge.
66. Pupils' relationships with the teacher are good and this allows for discussion about their work to take place without any embarrassment; pupils are supported and encouraged in all their work. The teacher has a very good knowledge and understanding of the skills of each pupil and is able to give guidance and support that is most useful to them.
67. All pupils keep a portfolio of their work and this is assessed and annotated very well by the teacher. His comments are encouraging and helpful, yet critical when they need to be. These portfolios give a very clear picture of the progress that pupils have made during their time at the PRU. They are also used as evidence of course-work for their GCSE examinations.
68. The management of the subject is good and the pupils benefit greatly from this as the teacher is always well prepared and has interesting and stimulating artefacts for them to admire and draw or paint. The accommodation does not allow for 'messy' art or large three-dimensional work to be attempted. There is good storage space for paper and general artwork. The room is a multipurpose room in which all subjects are taught and so it would be inappropriate to attempt to create large or messy work as this would have a detrimental effect upon other subjects. This is an issue of which the PRU management is aware.
69. There has been satisfactory improvement since the last inspection. The subject is well established in the PRU and enjoyed by all pupils.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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