

INSPECTION REPORT

HEYBRIDGE PUPIL REFERRAL UNIT

Heybridge, Essex

LEA area: Essex

Unique reference number: 132205

Headteacher: Mrs L Wormleaton

Lead inspector: Mr D Smith

Dates of inspection: 2nd - 5th November 2004

Inspection number: 268690

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 school. Under the School Inspections Act 1996, the school 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 SCHOOL

Type of school: Excluded, anxious school refusers, medical, pregnant, other, hospital.

School category: Pupil referral unit

Age range of pupils: 4 – 16

Gender of pupils: Mixed

Number on roll: 209

School address: The Heybridge Centre
Colchester Road
The Street
Heybridge
Maldon
Essex

Postcode: CM9 4NN

Telephone number: 01621 856275

Fax number: 01621 851864

Appropriate authority: The Local Education Authority

Name of chair of governors: Ken Noyce

Date of previous inspection: Not previously inspected

CHARACTERISTICS OF THE SCHOOL

The Heybridge Centre is designated as a Pupil Referral Unit with four satellite centres. Those in Braintree, Colchester and Clacton provide for pupils in Years 7 to 11 and the Wivenhoe Centre caters for pupils in central and east Essex who are in Years 1 to 6. It is a large and complex organisation, catering for a very wide age-range of pupils who are educated in a wide variety of placements. The centres have provision for pupils with medical needs. Four broad categories of pupils are catered for; they are pupils who have been excluded from schools; pupils who are anxious school refusers; pupils who are medically unfit for attendance and school age parents. 155 pupils are experiencing severe emotional and behavioural difficulties, 49 have physical disability and three pupils have autistic spectrum disorders. There are 50 boys and nine girls full-time at the PRU and 37 boys and 17 girls part-time. 16 pupils are dual registered, 96 pupils are supported in other schools and 121 pupils are educated in off-site provision. 184 pupils are at School Action Plus and 25 pupils have statements of special educational needs. Ten pupils are from minority ethnic backgrounds but no pupils are in the early stages of English language acquisition. Four pupils are travellers and six pupils are in public care. There have been no pupil exclusions during the last reporting year. The PRU gained the Investors in People Award in 2004.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1732 3	Mr D Smith	Lead inspector	Science
			Religious education
			English as an additional language
1346 2	Mrs Mothersdale R	Lay inspector	
2270 8	Mr K Boyle	Team inspector	Mathematics
			Geography
			History
			Music
			Work related learning
1560 0	Mr C Richardson	Team inspector	Information and communication technology
			Art and design
			Modern foreign languages
			Special educational needs
2740 9	Mrs S Hunt	Team inspector	English
			Citizenship
			Design and technology
			Physical education

The inspection contractor was:

Eclipse Education (UK) Limited
 14 Enterprise House
 Kingsway
 Team Valley
 Gateshead
 NE11 0SR

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).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	6
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	8
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	12
WORK RELATED LEARNING	14
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	15
SUBJECTS AND COURSES IN KEY STAGES 1, 2, 3 AND 4	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	23

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The provision that the Pupil Referral Unit (PRU) makes is satisfactory and it provides satisfactory value for money. Pupils' achievement is satisfactory as a result of satisfactory teaching. The leadership and management of the school are satisfactory.

The school's main strengths and weaknesses are:

- Teaching of pupils in Years 10 and 11 is good due to the subject expertise of teachers that leads to a good range of external accreditation.
- The PRU leaders are good role models and this combined with the good induction and continuing professional development for staff leads to effective teamwork.
- Provision for science, art and design and history is good throughout the PRU.
- Some inconsistent management of pupils' behaviour, unsatisfactory deployment of staff and pupils' unsatisfactory punctuality leads to loss of teaching time and some unsatisfactory achievement.
- The support, advice and guidance for pupils, including their induction, are good and combined with the good provision for pupils' social development leads to good relationships.
- Care of pupils is unsatisfactory.
- The provision for information and communication technology (ICT) is unsatisfactory.
- The PRU develops effective links with parents.
- The provision of extra-curricular activities is unsatisfactory.

The PRU has not been inspected previously, so judgements on improvement are not applicable.

STANDARDS ACHIEVED

Pupils' achievement at the end of:	in relation to individual targets in:	
	Subjects of the curriculum	personal and social education
Year 2	Insufficient evidence	Insufficient evidence
Year 6	Satisfactory	Satisfactory
Year 9	Satisfactory	Satisfactory
Year 11	Good	Good

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

Pupils' achievement, including those with special educational needs and in public care, is satisfactory. In Years 10 and 11 pupils achieve well. Only two pupils in Years 1 and 2 are on the roll of the PRU for two hours each day and insufficient evidence was gained to make an overall judgement on achievement and standards for those pupils. In Year 3 – 9 pupils achieve satisfactorily in most subjects including English and mathematics. However, they achieve well in science due to the strong emphasis teachers place in investigative activities. Achievement is also good in speaking and listening, art and design and history. In Years 10 and 11 pupils achieve well in English, overall, mainly due to the good opportunities they have to discuss their work in lessons. Achievement in reading, writing and mathematics is satisfactory and achievement in science, history and art and design is good. As a result, a significant proportion of pupils obtain external accreditation. Achievement in ICT is unsatisfactory throughout the school due to

weaknesses in the resources, teaching and curriculum planning. Achievement in personal, social, health education and citizenship is satisfactory, overall. There was insufficient evidence to make judgements about standards or achievement in any other subjects.

Pupils' personal qualities, including their spiritual, moral and cultural development are satisfactory. The provision for pupils' social development is good. Pupils' attitudes and behaviour are satisfactory, overall, although good in Years 10 and 11. The small number of pupils in many of the groups does, at times, lead to some unsatisfactory behaviour. Attendance is satisfactory, but punctuality is unsatisfactory.

QUALITY OF EDUCATION

The quality of education is satisfactory. Teaching and learning is satisfactory. The quality of teaching and learning is good for pupils in Years 10 and 11 and satisfactory, overall, for other pupils. It is also good in science, art and design and history throughout the school where specialist staff work together well in teams to provide a consistent approach to developing pupils' skills and knowledge. Where teaching is good, pupils are effectively challenged and achieve well. However, there is some unsatisfactory and poor teaching where lessons fail to motivate pupils. As a result, they become restless and the staff do not always manage their behaviour effectively. In addition, the persistent lateness of a few pupils, particularly in Years 7 – 9 disrupts the start of lessons and the staff are not deployed effectively to ensure these situations are managed well enough. There are examples of the good use of assessment, particularly where this is linked to the good range of external accreditation available for pupils in Years 10 and 11, but assessment information is not used consistently to ensure activities in lessons always challenge all pupils.

Curriculum provision is satisfactory. There is some good subject specialist provision in the secondary centres in, for example, science, but there are significant weaknesses in the ICT curriculum so it currently does not meet the requirements of the Local Education Authority policy on the teaching of ICT. The curriculum is also not sufficiently enriched by enough extra-curricular activities. Pupils' care is unsatisfactory because the PRU's policies toward health and safety are not consistently applied across all the centres and staff have not completed their basic training in physical intervention strategies. The provision of support, advice and guidance is good. The involvement of pupils in the work and development of the PRU is good. The PRU maintains close links with parents and ensures that they are kept informed about their children's progress.

LEADERSHIP AND MANAGEMENT

The leadership and management of the PRU are satisfactory. The contribution of the management committee is satisfactory. The leadership and management of the centre manager and other key staff are satisfactory. The centre manager has a clear vision for the PRU, and leaders are good role models for the staff and pupils as they motivate the staff to work well in teams. For example, the art and design team have shared ambition to provide pupils with stimulating teaching and, as a result, they achieve well. Other departments such as science and the humanities are also well managed. The staff are effectively inducted and have good opportunities to be involved in training. The centre leaders work hard to minimise the impact of the distances between the sites, however, despite this the deployment of staff is unsatisfactory, overall.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are confident that the staff work hard to do their best for their children and are positive about the provision. Parents have regular contact with the staff and feel welcome when they visit the PRU. They appreciate the fact that they are kept well informed and value the opportunity to contribute to the reviews of their child's progress. Pupils have positive views of the PRU and they are effectively involved in its work. Pupils in Years 10 and 11 talk with enthusiasm about their opportunities to study for external accreditation and are keen to show their work.

IMPROVEMENTS NEEDED

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

- Develop consistent approaches to manage pupils' behaviour.
- Implement rigorous procedures to ensure pupils' health and safety.
- Improve pupils' punctuality and the effective deployment of the staff.
- Improve the provision of extra-curricular activities.
- Teach the full ICT curriculum and develop the effective use of ICT across the curriculum.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievement is satisfactory.

Main strengths and weaknesses

- The good achievement of pupils in their external accreditation.
- Pupils' achievement in ICT is unsatisfactory.
- Pupils achieve well in literacy across the school and pupils in Years 10 and 11 achieve well in English.
- Pupils achieve well in science, art and design and history.

Commentary

1 Due to their personal and learning difficulties and disruption to their education which most of the pupils have had to deal with, standards are below those expected in Years 6, 9 and 11. However, considering their starting point when they join the centre, overall, their achievement is satisfactory. Pupils in Years 10 and 11 achieve well and, in particular, they achieve good results in their GCSEs. Pupils regularly meet their specific and key targets and pupils with medical needs respond well to their individual teaching and achieve well. A good range of external accreditation is provided in most of the subjects but in some subjects such as ICT, pupils are provided with insufficient challenge and their achievement is unsatisfactory. The quality and range of resources for the teaching of ICT are unsatisfactory across the PRU and this limits pupils' opportunities to extend their skills. For example, pupils have too few opportunities to use ICT to extend their writing for a range of audiences. Also, the provision for design and technology is in the early stages of development and, for example, opportunities are not provided for pupils to be involved in computer-aided design.

2 There is a good emphasis on the use of key words in all subjects and, as a result, pupils effectively extend the accurate use of these words in the right context. In science lessons, age-appropriate terms are used consistently and pupils confidently apply these terms and achieve well. Also, in art and design lessons, pupils are effectively encouraged to discuss their work using a developing artistic vocabulary and achieve well. In Years 3 to 6, pupils are encouraged to extend their speaking and listening skills and make good progress in their ability to express themselves. Pupils in Years 10 and 11 easily engage in conversation and are keen to discuss their work using an age-appropriate vocabulary. This confidence helps pupils to achieve good GCSE results in English.

3 Pupils of all ages respond well to the good practical opportunities provided to extend their learning in science and achieve well. Pupils in Year 2 understand that substances change when they are mixed together. Also, pupils in Year 5 make good gains in their understanding of the use of electrical conductors and insulators. Pupils in Year 9 have a good understanding of the management of a fair test as they effectively investigate the separation of mixtures. Pupils in Year 11 are confident in the use of apparatus to measure potential difference and use the correct electrical units.

4 The effective co-ordination of history ensures that a good range of strategies are used to make history relevant to pupils and, as a result, they achieve well. The teaching of

art and design to pupils in Years 7 to 11 is inspirational and this gives pupils the confidence to extend their skills and produce high quality and individual work. Pupils' artwork is valued, attractively displayed and effectively celebrates pupils' good achievement. Due to the focus of the inspection, insufficient evidence was collected to make secure judgements on pupils' achievement or standards in other subjects.

Pupils' attitudes, values and other personal qualities

The provision for pupils' social development is good and spiritual, moral and cultural developments are satisfactory, making these aspects of pupils' personal development satisfactory, overall. Attendance is satisfactory but punctuality is unsatisfactory. Pupil's attitudes and behaviour are satisfactory overall and good in Years 10 and 11.

Main strengths and weaknesses

- Many pupils are late for the start of the day at the centres.
- Good relationships are effectively developed.
- There is a wide range of incentives for good behaviour.
- Where lessons do not stimulate pupils, or are not planned appropriately for their needs, pupils can be disruptive.

Commentary

5 Pupils' attendance is helped by the fact that many of the pupils are taxied to the centres each day, although, they are, at times, delayed by the heavy traffic. Also, when pupils are encouraged to make their own way to the centres, they are often late and, as a result, lessons frequently start late or are disrupted by the late arrival of pupils. This disrupts teaching and does not help pupils settle into clearly understood routines and this leads to some unsatisfactory achievement. Many pupils, especially those who attend the secondary age centres, have had a poor record of attendance in their mainstream schools. However, suitable links have been established with the education welfare and inclusion service and all absences are promptly followed up. As a result, the PRU can demonstrate an improvement in the attendance of a good number of these pupils, which is linked to the raising of their self-esteem and confidence.

Attendance

Attendance in the latest complete reporting year (80.1%)

Authorised absence		Unauthorised absence	
School data	14.4	School data	5.5
National data	Not available	National data	Not available

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

6 At the start and end of each day, meetings are held to talk through what is expected to happen in the day, and later how the day has gone. Staff and pupils talk about the pupils' individual targets and there are, for example, discussions on current affairs, uplifting messages, appropriate or inappropriate behaviour, and consolidation of the moral and social messages that the centres want to deliver. As a result, there have been no exclusions during the last reporting year. Good relationships in the centres provide a secure learning environment where pupils say that they feel confident to discuss and develop an understanding of their own needs and feelings, as well as those of others. This is especially noticeable amongst pupils in Years 10 and 11 who gain in maturity and self-esteem from these relationships, with a noticeable improvement in their behaviour and attitude to work. The majority of pupils feel that they are trusted and parents are confident that the PRU encourages pupils to become mature and independent. There are

good displays of art around the centres that celebrate other cultures and, as part of their humanities curriculum, pupils visit places of worship for different faiths. A quiz on the celebrations taking place around the 5th November and All Hallows Day, promoted a positive response from pupils and they made a good contribution to the discussion.

Exclusions

There have been no pupil exclusions during the last reporting year.

Ethnic background of pupils

Categories used in the Annual School Census	No of pupils on roll
White – British	194
White – Irish	1
White – any other White background	2
Mixed – White and Black Caribbean	1
Mixed – White and Black African	1
Mixed – any other mixed background	2
Black or Black British – Caribbean	2
Black or Black British – African	3
No ethnic group recorded	3

7 There is an appropriate range of rewards for good and improved behaviour that are tailored to the different ages and particular needs of the pupils. The emphasis on the reinforcement of good behaviour and achievement is appreciated by the pupils and they value the certificates and incentives that they receive. A social activity afternoon at Heybridge, for a group of Year 10 and 11 anxious school refusers, provides activities that appeal to pupils such as patchwork quilting, cookery or garden design. This provision has proved effective in achieving good attendance and encouraging pupils to mix socially with each other and staff. This makes a real difference to the way pupils view learning and prepares them to move on to their next stage of life, whether it is back to mainstream school or onto further education or employment, with improved confidence.

8 Occasionally unsatisfactory teaching and uninspiring activities do not motivate pupils and, as a result, they make unsatisfactory gains in their learning. In these situations, pupils, some of whom are new to the centre and have not yet developed relationships with the staff, use excessive negotiation to the point that the pupils lack effective adult direction for acceptable behaviour.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the PRU is satisfactory. The curriculum provision is satisfactory. Opportunities for pupils to take part in extra-curricular activities are unsatisfactory. The accommodation and resources are, overall, adequate. Provision of support, advice and guidance is good, but their care and welfare is unsatisfactory. Systems for consulting pupils and taking their views into account are good. Links developed with parents are good and satisfactory links are in place with other schools, colleges and the community.

Teaching and learning

The quality of teaching and learning is satisfactory and the use of assessment is satisfactory.

Main strengths and weaknesses

- Teachers have good subject expertise and, particularly in Years 10 and 11, have high expectations of pupils' performance.
- The inconsistent management of some pupils and the loss of teaching time.
- The good use of assessment in some subjects.

Commentary

9 The specialist teaching for pupils in Years 10 and 11 ensures that planning is effectively linked to the strengths and areas of development for each pupil. Pupils that remain in the PRU for Years 10 and 11 have good access to external accreditation and this ensures equality of opportunity with their mainstream peers. These pupils are effectively motivated and apply themselves well and they have good opportunities to extend their learning by the provision of well-considered homework. The majority of pupils think that the staff set relevant homework and this provides them with opportunities to extend their learning. Some pupils find it difficult to work in groups but the very favourable staffing levels provide many opportunities for one-to-one work and this ensures that they, in general, achieve well. Most pupils in Year 11 co-operate very well and this leads to some very good gains in their learning, for example, during an art and design lesson. Pupils take great pride in their work, have well developed individual and imaginative skills and, as a result, they achieve well. The focus on high expectations by the specialist teacher leads to a substantial amount of good teaching and the quality of teaching and learning for pupils in Years 10 to 11 is good.

Summary of teaching observed during the inspection in 59 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8 (14%)	26 (44%)	20 (34%)	4 (7%)	1 (2%)	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.

10 Specialist staff moving between sites have variable success in the development of their relationships with pupils. In science and humanities, for example, the teachers are able to develop good relationships and pupils achieve well. At other times, teachers do not know pupils well and fail to provide consistent behaviour management and this leads to some poor teaching and learning. Where teaching does not motivate pupils, their unsatisfactory behaviour leads to a substantial loss of teaching time and pupils' achievement is unsatisfactory. For example, where two groups of pupils in Years 3 to 6 combined for physical education and staff were not effectively deployed, some of the pupils were not well managed and their achievement was unsatisfactory.

11 Most staff knows pupils well and when good relationships are supported by detailed assessment, pupils' achievement is good. This is consistently good when linked to the external accreditation provided for pupils in Years 10 and 11. The individual needs of pupils are met and they are challenged to make the best of their abilities. Pupils are aware of how they can improve and are keen to achieve well in their exams. There are examples of the good use of assessment that effectively informs planning for the teaching of pupils, in Years 3 to 6. When assessment is used well and this is combined with high expectations, pupils achieve well. The quality of teaching and learning for pupils in Years 3 to 9 is satisfactory, overall.

The curriculum

The curriculum is satisfactory. Opportunities for enrichment are unsatisfactory. The accommodation and resources are satisfactory, overall.

Main strengths and weaknesses

- The provision for ICT is unsatisfactory.
- Pupils experience good quality work experience and receive good careers education and advice.

- The provision for science, art and design and history is good.
- The school day is too short for pupils in Years 1 to 6.
- The range and challenge of external accreditation available for pupils in Years 10 and 11 is good.

Commentary

12 All pupils who attend at each of the five centres are taught a range of National Curriculum subjects, providing a strong relevant emphasis on the key skills of English, mathematics, science and personal, social and health education. However, the curriculum provision for ICT is unsatisfactory. There is a lack of Internet access across the centres, unsatisfactory resources and therefore very little ICT in evidence in other subjects. The art and design curriculum is good and provides a stimulating range of media and design opportunities. History and science are good; both making effective use of practical opportunities to extend pupils' learning. The curriculum, overall, does prepare the pupils who attend for a possible return to mainstream especially at primary level or towards work and college opportunities when they leave. There is good support from the local Connexions service and pupils in Years 10 and 11 take part in relevant work experience, which leads, in some cases, to permanent employment. Pupils feel well informed and supported. There are too few college links for older pupils. However, some pupils attend taster courses in motor vehicle maintenance, joinery and beauty therapy and these contribute to their good personal development.

13 The amount of taught time is satisfactory, overall. However, the school day is too short for pupils in Years 1 to 6 and, in particular, this limits the provision of extra-curricular activities. In the main, the National Curriculum subjects are taught during the morning session in all secondary centres. During the short afternoon sessions a range of activities take place that are linked to external accreditation or leisure pursuits. Each centre organises and delivers the subjects on a very individual basis with some overview from subject leaders.

14 There is a special educational needs co-ordinator who works in each of the five centres and ensures that all pupils entering the units are given baseline assessments and from that, individual education plans are formulated which provide strategies to help their achievement. Pupils with statements of special educational needs and additional needs such as medical and emotional traumas achieve as well as other pupils in the PRU. Provision for personal, social and health education is satisfactory. There are comprehensive policies on sex and drugs education and alcohol misuse that guide the satisfactory teaching of the subject.

15 The centres do not provide a satisfactory range of opportunities to extend the curriculum. The lunchtime period is too short and, as a result, too few extra-curricular activities are provided. There are very few cultural trips arranged and there is a lack of visitors such as theatre groups and speakers, who could enrich the curriculum. There are a large number of well-qualified teachers for the number of pupils on roll in the PRU. There is also a good number of teaching assistants, however, the staff is not always used to best effect and, at times, their deployment is unsatisfactory. This led, for example, to disruptive behaviour by some of the pupils in a physical education lesson and their achievement was unsatisfactory.

16 Accommodation is satisfactory overall, some centres having a lot more classroom space than others. Across the four secondary centres there is good specialist provision such as art and design, science and design and technology rooms. In the Colchester, Braintree and Wivenhoe centres there are adequate outside play and recreational areas for organised games however, in the other two centres there is no outside space available. In the smallest of the centres, at Clacton, there are building works planned to extend the

provision early in 2005. Some of the centres have small classrooms for subjects such as English and mathematics, as well as shared classroom provision and this does distract some of the pupils. In two of the centres it is acceptable that the premises are shared beyond the school day, however, the sharing of premises during the day in one of the premises is unacceptable. In the main, resources are satisfactory with the exception of art and design and history and science where resources are good and, as a result, pupils achieve well in these subjects.

Care, guidance and support

Failings in the consistency of the care offered to pupils mean that it is unsatisfactory. Good support, advice and guidance are provided for the pupils. Good systems are in place to consider pupils' views.

Main strengths and weaknesses

- An inconsistent approach to the PRU's statement on smoking permits pupils to smoke on-site or around the centres' buildings at a risk to care, welfare, health and safety.
- Although there are well-known and firmly embedded child protection procedures across the service, accommodation issues present concerns.
- The staff has yet to complete the practical section of their positive handling training.
- Good information is available to help pupils to improve and to monitor their progress.
- The regular involvement of pupils in the review of their progress enables them to express their views well and judge their progress against their behaviour targets.
- Experienced teams of medical support staff enable pupils to reintegrate back into education.

Commentary

17 The PRU has a clear policy on smoking, acknowledges the dangers of smoking to pupils, involves the school nurse in anti-smoking campaigns and has a prominent range of anti-smoking posters displayed around the buildings. Despite this, the policies are not implemented consistently across the centres and this is not acting in the pupils' long-term interests. Correct child protection procedures are in place and are consistently followed. All staff are aware of how referrals are made to the Area Child Protection Committee and who the designated person is in each of the centres. Health and safety procedures across the service are centrally co-ordinated and because of this the management team is aware that accommodation restrictions in part of the service present a child protection concern. Each centre maintains appropriate records for incidents. The staff have yet to complete the practical aspect of their positive handling training.

18 Daily reviews of pupils' progress against personal targets provide a good forum for discussion between staff and pupils. Interviews with key teachers benefit from assessment information and support and encourage pupil's personal and social development. Induction procedures are good and individually planned for each pupil and this helps to build good relationships. Close links to the Connexion service supports careers choices for pupils preparing to leave school. The appointment of pastoral co-ordinators gives pupils extra opportunities for discussion and another adult from whom to seek advice and to offer their views to. Pupils feel confident that they are listened to and a number stated that, "they enjoyed the respect and attention paid to their views by staff". However, some of the discussions between staff at the end of the day are prolonged and, at times, do not result in clear advice to staff on the action to be followed in relation to individual pupils.

19 A wide range of de-sensitisation techniques such, as relaxation and visualisation have proved effective in persuading pupils to re-engage in education. Patient, individual and realistic approaches are devised to help pupils who are anxious about coming back into a school or who have missed out on their education due to illness. This enables many pupils to once again consider that they have the opportunity to build a social and academic future.

Partnership with parents, other schools and the community

Good links are established with parents. Links between the PRU and other schools, colleges and the community are satisfactory.

Main strengths and weaknesses

- Links with parents are good and support a trusting relationship between staff, parents and carers.
- Partnerships with mainstream schools are strong when supporting the reintegration of pupils with medical difficulties and excluded pupils starting a new school.

Commentary

20 Parents are confident that the staff work hard to do their best for their children and, as a result, they develop good working relationships with the PRU. Contact with parents and carers is regular, for example, by telephone on a daily basis to celebrate achievements or share a concern, at the six week reviews to plan the way forward and through written information and regular reports. When a pupil is away, without a known reason, the centres immediately phone the pupil's family to establish the contact with home and reinforce the importance of pupils attending on time and regularly. This establishes a familiar dialogue with many families and has proved, for example, successful in improving the attendance of a good number of pupils. This communication is supported by an effective practice of making home visits to parents where staff and parents can discuss a range of issues in a familiar environment and help promote pupils' achievement and personal development. Parents and carers are invited to regular reviews to fully discuss each pupil's academic and social targets and possible career options or their reintegration back into mainstream school. Parents value this shared planning, as, in their opinion, it effectively promotes pupils' well being and access to learning and reintegration.

21 Mainstream schools are supportive of the PRU and its work. Not all pupils are successfully reintegrated, especially pupils whose exclusion and attendance records have strained their relationship with their previous schools. However, joint working with the medical teaching co-ordinators and integrated support teachers with mainstream schools and informed documentation to schools such as 'Access to Education', on the education of anxious school refusers and pupils with long-term illnesses, has provided overall benefit to individual pupils and good opportunities for reintegration. Integrated support teachers and medical co-ordinators pay great attention to matching what pupils learn whilst they are out of school and the requirements of main school and this helps to give continuity to pupils' education. Effective shared planning is made possible by an on-going dialogue between the PRU and mainstream providers where, for example, a pupil has to share their time between hospital, home and their school.

22 Established links with outside support agencies and professional bodies in the community such as the inclusion service, drug agencies, child and family counselling service, work experience providers and the police offer pupils a wide range of expertise to monitor and support their personal development. Local community links for each centre have proved difficult to establish as, on occasions, local residents have had cause to complain about the behaviour of individual pupils. However, pupils at the Heybridge centre have established a community project with elderly people in the area, and local community facilities at leisure centres are used regularly where gym accommodation is unsuitable for the physical education curriculum that the service wants to provide. This makes a satisfactory contribution to pupil's personal and social development.

LEADERSHIP AND MANAGEMENT

The leadership and management of the PRU are satisfactory. The contribution of the management committee is satisfactory. The leadership and management of the centre manager and other key staff are satisfactory. The school provides satisfactory value for money. The management of particular aids and barriers to learning is satisfactory.

Main strengths and weaknesses

- The centre manager and other key staff are good role models for the staff and pupils as they motivate the staff to work well in teams.
- The art and design, science and humanities departments are well led and managed.
- The members of staff are effectively inducted and have good opportunities to be involved in appropriate training.
- The number of centres and distances between the sites makes the deployment of staff very challenging and this is unsatisfactory, overall.

Commentary

23 The centre manager is aware of the challenge of leading and managing the PRU across the five centres. Consequently she has worked hard to create effective teams within the centres. The centre manager's vision and philosophy to place a significant emphasis on pupils' achievement and personal development is shared in the centres. This is particularly effective for pupils in Years 10 and 11 who have good attitudes to the PRU and achieve well in their GCSEs. The team approach impacts on the good provision made for pupils' personal development. The leadership of the curriculum and teaching by the centre manager and other key staff is satisfactory and, as a result, pupils' achievement is satisfactory, overall.

24 The management committee is developing its expertise and knowledge of the strengths and weaknesses of the provision. There is a good range of expertise across the agencies although current vacancies do leave some gaps in their membership and they are aware of the urgency of recruiting additional members. The committee fulfils its role in relation to aspects such as attendance and the promotion of racial equality. However, in relation to their responsibility for the curriculum the teaching of ICT does not meet the requirements of the Local Education Authority policy. The costs overall for the service are competitive when compared to similar organisations, but significant variations in the numbers of pupils on roll at the PRU do lead to variations in the value for money which is satisfactory, overall.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	£2,270,766	Balance from previous year	N/A
Total expenditure	£2,270,766	Balance carried forward to the next	N/A
Expenditure per pupil	£9,614		

25 Where the PRU has been effective in creating subject teams that work together well and share their skills, the effect on the quality of teaching and pupils' achievement is

positive. For example, the art and design team share training and have good expertise in the subject. Consequently, the quality of teaching and learning is good with a significant amount that is very good. As a result, pupils are inspired and motivated and they achieve well. The quality of displays makes a good contribution to the satisfactory ethos of the PRU. The good leadership and management of the science co-ordinator ensure that pupils have a good curriculum and are effectively motivated to achieve well. The humanities co-ordinator ensures that the subject is effectively taught. The curriculum opportunities provided ensure that pupils have inclusive opportunities. However, leadership and management of ICT are unsatisfactory and pupils' achievement is unsatisfactory.

26 The favourable staffing levels provide good opportunities for the effective induction of staff and they have good opportunities to be involved in continuing professional development. The link between performance management and the training provided for staff is good, for example, this has helped to drive the improvements in the range of external accreditation available for pupils. Also work force reforms are being introduced productively.

27 The deployment of staff across such a wide area is very difficult which leads to over-staffing in some situations and gaps in the staffing at other times and staff deployment is unsatisfactory, overall. These weaknesses have a direct effect on the quality of education provided for pupils. For example, the intensity of one-to-one teaching for a few pupils occasionally leads to unsatisfactory behaviour and at other times, classes without appropriate support are unsettled and their achievement is unsatisfactory. The retention of staff is good and this helps to develop good relationships with pupils.

WORK RELATED LEARNING

Provision in work-related learning is **satisfactory**

Main strengths and weaknesses

- Pupils learn through their experience of a good range of work placements and their learning for and about work is developing.

Commentary

28 The school has developed, in partnership with Project Trident, a wide range of work

experience opportunities for pupils. At the time of the inspection, all eligible pupils across the centres had been offered work experience placements. The centres offer block, weekly and extended placements. Pupils enjoy their work experience, obtain job satisfaction and show an increase in confidence and self-esteem as a result. The work experience programme offered by the PRU is good and indeed some pupils have been offered and taken up full-time employment with the provider on leaving school. Careers education is good and pupils are well supported by the Connexions adviser who offers both group and individual sessions to pupils. A strength of the provision is that pupils in Years 10 and 11 have a weekly lesson about work-related learning. Accreditation is in place for preparation for work and there are plans in place to extend the range of available accreditation. In one lesson observed, Year 11 pupils had constructed curriculum vitae's and were able to write letters of application for jobs that they had identified in the local newspaper.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES

SUBJECTS AND COURSES IN KEY STAGES 1, 2, 3 AND 4

ENGLISH AND MODERN FOREIGN LANGUAGES

29 Only one **French** lesson was seen during the inspection and, therefore, it was not possible to make a firm overall judgement on quality or standards in the subject. The co-ordinator manages the teaching of the subject across the centres. The advice on what to teach to pupils in Years 7 to 9 complies with the requirements of the National Curriculum for the subject. Pupils in Years 10 and 11 follow an appropriate GCSE syllabus. In the Year 11 lesson seen, planning met the particular learning needs of the pupil and ensured that high expectations maintained the pupil's attention and motivation. This was successful and the pupil responded well to the work. The pupil listened to and understood a conversation in French and translated a passage from French to English with the help of a dictionary for unfamiliar words. The use of ICT to support the subject's teaching and learning is hindered by the lack of access to the Internet and the subject specific software is not compatible with the present computers in the centres.

English

Provision in English is **satisfactory**

Main strengths and weaknesses

- The good provision for pupils' speaking and listening.
- The unsatisfactory use of ICT to develop pupils' writing skills.
- The provision of literacy across the curriculum is good.
- The opportunities for pupils to follow externally accredited courses in Years 10 and 11 are good.
- The good use of assessment for pupils in Years 10 and 11.
- Too few opportunities are provided to enrich the curriculum.

Commentary

30 Pupils are confident in discussions and readily express their opinions and, as a result, achieve well in developing their speaking and listening skills. For example, Year 10 pupils discussed the characters from 'Mice and Men', and pointed out that the character Slim had the power to influence Lennie. High attaining pupils are confident readers and the records of the pupils who attend regularly indicate satisfactory progress. Achievements in writing are also satisfactory, and although often reluctant to express their ideas on paper most pupils are able to write legibly and accurately. Pupils have too few opportunities to use ICT to develop their writing skills. There is too little evidence of pupils' extended or creative writing across the centres.

31 Planning is well structured so that pupils have a clear understanding of what they have to do. There are examples of good practise across the centres, for example, at the primary centre where clear lesson objectives and key words pertaining to the lesson are clearly shown on the white board. Lessons are pitched at the right level across the centres and pupils are suitably challenged by the content. Teaching and learning is satisfactory, overall. However, on occasions, pupils' unsatisfactory punctuality causes disturbance to

lessons and in addition, when unsatisfactory behaviour is not effectively managed, their achievement is unsatisfactory.

32 Owing to the distance between the centres it is difficult for the subject to be managed efficiently. Each centre has responsibility for the teaching of English, there is, however, some valuable contact from the overall curriculum leader when she is able to monitor some staff from the four secondary centres. There are examples of the good use of assessment for target setting but, overall, the use of assessment for pupils in Year 3 to 9 is satisfactory. The use of assessment for pupils in Years 10 and 11 is effectively linked to their external accreditation and, as a result, they achieve well.

33 There is a lack of enrichment in English, for example, the PRU does not organise theatre visits for pupils despite the close proximity to London. Also, there is a lack of opportunities for pupils to experience live theatre through the use of visiting companies. The classrooms are all well decorated with colourful posters and pupils' work on display is clearly valued. Key words are prominently displayed and this helps to develop pupils' confidence of the use of an extended vocabulary.

Language and literacy across the curriculum

34 Teachers take good advantage of opportunities to promote pupils' language and literacy and they respond well to these. In Years 3 to 6, pupils are encouraged to use spoken language in all lessons, and the good quality displays emphasise the importance of written language through the clear labelling and simple descriptions that are given. Pupils are effectively encouraged to use technical terms in science and they make good gains in their ability to use these terms accurately. In art and design pupils are using an extended vocabulary to discuss their work and their interpretation of the work of other artists.

MATHEMATICS

Provision in mathematics is **satisfactory**

Main strengths and weaknesses

- Assessment effectively informs planning to meet individual needs.
- The effective accreditation in place for pupils in Years 10 and 11.
- The insufficient use of ICT to support pupils' learning.
- In some lessons the role of teaching assistants is unclear.

Commentary

35 Although some of the teaching of mathematics observed was good, it is satisfactory, overall. The good teaching is characterised by staff that are subject confident, plan well and have high expectations of pupils. For example; a Year 6 pupil was looking at the concept of weight, he was presented with three different types of scales and by the end of the lesson knew which type of scale would be used to weigh a number of different objects, including himself. He also knew which scales would be used to weigh objects in grams and which scales would weigh kilograms.

36 On entry to the PRU each pupil undergoes a base line assessment; this informs teachers' planning and means that each pupil is offered an individual programme of work. Pupils are set individual targets and are encouraged to work at an appropriate level. However, on some occasions teaching lacks challenge and, as a result, their difficult behaviour prevents pupils from making progress. For example, in a lesson for pupils in Years 10 and 11, which had pupils of different abilities, one pupil was not prepared to engage with the task even though from the comments he made he clearly understood the basics of trigonometry.

37 Pupils are offered a good range of external accreditation in Years 10 and 11 that effectively meets their needs. Although the use of assessment does inform teachers' planning, there is currently insufficient use of the available data to set targets and there is currently no formal subject annual review process.

38 There was little evidence of opportunities for pupils to use ICT to support their learning in the subject. This means that opportunities for the enrichment of the curriculum in relation to, for example, data handling and use of ICT to assist presentation, are lost. In some lessons, the teaching assistants were not effectively deployed and, consequently, they were not fully involved in supporting pupils' learning.

Mathematics across the curriculum

39 There is evidence of the satisfactory development of pupils' numeracy skills in other subjects, for example, weighing and measuring in science and food technology and the passage of time in history.

SCIENCE

Provision in science is **good**

Main strengths and weaknesses

- The subject is effectively co-ordinated.
- The good use of assessment to inform teachers' planning.
- Some loss of teaching time and ineffective behaviour management.
- The specialist staff provide good opportunities for pupils to be involved in practical work.
- The effective use of key words.

Commentary

40 The enthusiasm and good subject expertise of the co-ordinator ensures that pupils in Years 7 to 11 are effectively taught and, overall, achieve well. Also, the teaching of science is well managed for pupils in Years 1 to 6 and consequently they achieve well. The team shares an ambition for pupils to achieve well and consequently pupils are effectively motivated. Pupils discuss their aspirations for success in the subject and value their work. Teachers have the expertise and confidence to answer pupils' questions about the particular topics and effectively extend the learning of all of the pupils. Attractive displays are used in the centres to promote pupils' learning and also to celebrate their achievement. Good assessment systems ensure that the teachers' planning is good and pupils are effectively challenged. Pupils with special educational needs and pupils in public care achieve as well as their peers in the PRU. When lessons start late, due to pupils' disruptive behaviour in Year 9, their unsettlement continues and the teacher fails to motivate them. Consequently, a small amount of the pupils' learning is unsatisfactory and, as a result, pupils' achievement in Years 7 to 9 is satisfactory.

41 Resources and accommodation are good and they are used effectively to ensure that pupils of all ages have good opportunities to be involved in investigative work. For example, pupils in Year 2 responded well to the teacher's very good questioning as they explained how the dough mixture was changing as they were kneading it. Pupils in Year 5 made good gains in their investigation of materials as they discovered which materials conduct electricity or are an insulator. Pupils in Year 9 responded very well to the exciting range of strategies used by the teacher as they were challenged to predict and test their ideas about the separation of mixtures. Year 11 pupils are confident young scientists and showed good levels of maturity as they developed their understanding of the functions of different enzymes in the digestive system. This is a consistent strength of the teaching in the different centres and helps to develop good relationships. A high priority is placed on health and safety and, in general, pupils respect the safety rules. However, the use of ICT in the subject is unsatisfactory and opportunities are lost, for example, for pupils to extend their data handling skills.

42 The development of the literacy of science is effective and pupils make good gains in their ability to use a wide range of scientific terms in the right context. Pupils are effectively motivated to use the correct vocabulary and pupils in Year 11, for example, achieve well as they use terms such as 'electrons' and 'nucleus' in the right context. Year 2 pupils make very good gains in their learning as they learn the meaning of the word 'kneading' as they mix dough. Some pupils in Year 9 also achieve very well when they accurately use key words such as 'elements' and 'compounds' in their investigation of mixtures. This focus on a challenging curriculum provides an equality of opportunity for the pupils with their peers in mainstream. Therefore, when pupils have the opportunity to return to mainstream, they have the appropriate technical language to be fully included in lessons with their peers.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **unsatisfactory**

Main strengths and weaknesses

- The co-ordinator's good subject knowledge.
- Unsatisfactory resources and limited coverage of the curriculum.
- Action to improve the quality of the provision is unsatisfactory.
- The unsatisfactory use of ICT in other subjects.

Commentary

43 The subject co-ordinator has good subject expertise, knows the pupils well and, as a result, selects topics that motivate them. For example, in an introductory lesson to PowerPoint, Year 10 pupils used a prepared template to insert pictures and text relating to films that the film star Will Smith has appeared in. Such lesson planning was successful in motivating pupils and maintaining their interest. However, where this does not occur, pupils become restless and, as a result, their achievement is satisfactory. For example, in a Year 10 lesson, pupils were typing in the names of capital cities to put them into a Word search program. The lack of challenge of this task resulted in the pupils becoming reluctant learners. Consequently, the quality of teaching and learning, which is good at times, is satisfactory, overall. The topic and subject skill level of observed lessons and of a scrutiny of pupils' work, shows that, due to limitations in resources and the curriculum, pupils are not provided with sufficient challenge. Consequently, pupils' achievement in Years 7 to 11 over-time is unsatisfactory. Insufficient evidence was available to make firm overall judgements on the quality of teaching and learning for pupils in Years 1 to 6.

44 Pupils are not being offered the full range of the ICT curriculum and this does not meet the requirements of the Local Education Authority's policy on the teaching of the subject. With very limited access to the Internet at some of the centres, pupils have very little knowledge of using the Internet to search for information and to download resources. There is also no evidence of either the control or sensing elements of the curriculum being provided and this is unsatisfactory.

45 A good range of accreditation is provided that meets the needs of all pupils. Much of the subject co-ordinator's time is fully taken up with visiting the various centres to provide the teaching of discrete skills in the subject. Consequently, there is a lack of supportive advice to teachers at the centres and this prevents improvement to standards in the subject and therefore leadership and management of the subject are unsatisfactory.

Information and communication technology across the curriculum

46 Although portable computers are used to support home teaching, the use of ICT across the curriculum in the centres is unsatisfactory. The main reasons are:

- The use of the limited availability of the Internet.
- There are very few subject specific resources being used.
- There is no named person who is based at each centre available to provide appropriate support and advice.
- There is a general lack of planning in the use of ICT in other subjects.

47 Consequently, although some uses of ICT were observed, such as the use of digital cameras in history, a CD ROM to give examples of artefacts in geography and PowerPoint used in an art and design lesson, there is a general lack of consistent planning of ICT to support subject teaching and learning. As a result, the lack of use is both failing to contribute to raising pupils' achievement in other subjects and also does not provide sufficient opportunities for pupils to practice and reinforce their skills in ICT.

HUMANITIES

48 Only one **religious education** lesson was seen during the inspection and, therefore, it was not possible to make a firm overall judgement on quality or standards in the subject. The leadership and management of the subject were discussed with the co-ordinator. She carries out detailed tracking of the subject to ensure that the subject is given sufficient teaching time. A commercial scheme is used to guide teaching and, for example in Year 11, pupils have good opportunities to study a range of cultures and beliefs. Pupils in Years 7 to 9 study topics such as the care of the environment. In the Year 9 lesson observed a good range of resources were used to extend pupils' understanding of celebrations but with no teaching assistant support, the pupils are difficult to motivate.

49 Only one **geography** lesson was seen during the inspection and therefore it was not possible to make a firm overall judgement on quality or standards in the subject. The subject is managed as part of the humanities department. Some good cross-curricular links are provided, for example, by extending pupils' study of India to include the religious aspects of their celebrations. Pupils in Years 10 and 11 study geography as part of their GCSE syllabus in humanities. In the Year 10 lesson observed, the teacher placed a good emphasis on the use of key words such as 'renewable' and 'recycle' to extend pupils' understanding of the use and abuse of the earth's natural resources.

History

Provision in history is **good**

Main strengths and weaknesses

- Teachers' good subject knowledge and effective planning.
- The good range of external accreditation.
- The use of assessment to inform teachers' planning is good.
- The effective development of the subject by the co-ordinator.

Commentary

50 Good teaching in history is characterised by staff that have good subject expertise and plan for pupils' individual needs. They have high expectations in relation to work, attitudes and behaviour and, as a result, pupils' achievement is good. The co-ordinator has taken and adapted advice on what teachers should teach in order to allow pupils' full access to the subject. The pupils are proud of their achievement in history and clearly enjoy the subject. Examples include a Year 6 pupil learning about how the Vikings lived, through discussion with his teacher and Year 9 pupils who became history detectives and learned to ask analytical questions about an artefact excavated on one of the centre sites.

51 Effective assessment and recording systems are in place and are used to assess pupil's attainment on entry to the PRU. This means that their progress is tracked over time in order to ensure that they make the best of their abilities. There is a good range of external accreditation available for pupils in Years 10 and 11 and they achieve well.

52 Leadership and management of the subject are good. For example, the co-ordinator has ensured that a copy of the comprehensive subject file is held in each centre

and this includes copies of the materials required to teach the subject across all levels of the National Curriculum. Some monitoring of the subject takes place via the performance management system, but the co-ordinator wants to build on this. Resources for history are good. For example, the co-ordinator has collected and developed a good range of artefacts for teachers to use in lessons. The classrooms are well organised and pupils' work is valued and effectively displayed to celebrate their good achievement.

TECHNOLOGY

53 Only one **design and technology** lesson was seen during the inspection and therefore it was not possible to make a firm overall judgement on quality or standards in the subject. The provision for design and technology is developing in the PRU and each of the centres now has a teaching area for the subject. The teacher provides a comprehensive list of projects for the pupils to choose from but the lack of ICT resources does limit the opportunities to extend pupils' design skills. Pupils enjoy the subject and take pride in the design and making of a bird table. Pupils take care and are precise in the use of a lathe to turn wood. However, the external accreditation available in this subject does not challenge the more able pupils.

VISUAL AND PERFORMING ARTS

54 Only one **music** lesson was seen during the inspection and therefore it was not possible to make a firm overall judgement on quality or standards in the subject. The one lesson seen was a very good lesson. It involved a Year 6 pupil practising and improving his keyboard skills. There was clear evidence of progress over time in the lesson. A very good relationship existed between pupil and teacher and meant that the pupil was comfortable when, for example, taking risks with quite complex rhythms. The lesson ended with a performance of the things the pupils had learned, over the term.

Art and design

Provision in art and design is **good**

Main strengths and weaknesses

- The enthusiasm and expertise of the specialist teachers.
- The good range of media that is used.
- The high expectations and effective team building.
- An insufficient number and range of visits.
- The unsatisfactory use of ICT.

Commentary

55 Teachers have good subject knowledge, plan lessons well, and generally give good explanations of the learning objectives. They use direct questioning to good effect to guide pupils' learning. Teaching is good overall, with several instances of very good teaching. In one very good Year 11 lesson on making masks, the teacher's preparation, in the form of a collection of masks from around the world, and enthusiasm for the subject, inspired even those pupils with more challenging behaviour and all went on to make and decorate their own masks. Consequently, pupils' achievement is good, overall.

56 Pupils' gains in their learning, including the good displays of their work, shows that they have benefited from the teaching of a wide range of art and design skills. This is particularly noticeable in the portraits that show pupils' good insight into a large range of facial expressions. The attractive displays of pupils' work also cover a wide range of printing processes, painting and drawing. Pupils also learn about the life and works of artists from a range of countries and cultures. Pupils generally respond well, enjoy their lessons and make positive contributions to discussions. Teachers make very good use of praise that helps pupils to overcome their poor self-esteem and, as a result, pupils achieve well.

57 Leadership and management of the subject are good. The co-ordinator's very good vision for the subject has produced an effective team, with a member based at each centre for pupils in

Year 7 to Year 11. The team have a shared commitment to ensuring that pupils are engaged and interested in the subject and give a high priority to valuing and celebrating their pupils' efforts. Consequently, pupils are very keen to show their art and design work and have high ambition for their achievement in the subject. They are involved in a range of projects that effectively enhance the quality of the provision.

58 Although visiting artists are used as continuing professional development for staff, there are too few visits to museums and limited use of other local resources to support pupils' learning of the range of art around the world and the work of other artists. There is some evidence of the use of ICT to support the subject's teaching and learning, however, it is largely underdeveloped. The lack of access to the Internet as a valuable teaching and learning resource is partly a reason for this. However, there is limited use of subject specific software and there is a general lack of planning of ICT into the teaching of the subject.

PHYSICAL EDUCATION

59 Only one **physical education** lesson was seen during the inspection and therefore it was not possible to make a firm overall judgement on quality or standards in the subject. There are limited opportunities for physical education at the centres. There are only three centres that have any facilities at all which could be used for outside games and sports. However, all pupils have access to local sports centres and are offered a variety of physical education activities including weight training and badminton. In the one lesson seen, part of a group of pupils at the primary centre were playing football on a hard core pitch and the rest of the group were scheduled to play badminton indoors. The unsatisfactory deployment of staff led to some disruptive behaviour by some of the pupils and their achievement was unsatisfactory.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Citizenship

Provision in citizenship is **satisfactory**

Main strengths and weaknesses

- There are good schemes of work and clear development plans in place.
- Citizenship is not embedded in the overall curriculum.

Commentary

60 Year 11 pupils discussed their opinions on such diverse subjects as the financing of wars and the ethics of abortion. They spoke maturely, with humour and with an appreciation of each other's points of view and this is good achievement. Curriculum plans and pupils' work show that the achievement of pupils is satisfactory, overall. Leadership and management of the subject are satisfactory. The co-ordinator has recently identified appropriate priorities for developing citizenship as a separate subject, however, effective assessment is yet to be developed.

Personal, social and health education

Provision in personal, social and health education is **satisfactory**

Main strengths and weaknesses

- Topics covered are relevant to pupils' needs.
- Pupils' attitudes sometimes impede their personal and social development.
- There is a lack of co-ordination of the subject across the centres.

Commentary

61 The curriculum covers a relevant range of topics such as drugs and alcohol misuse and sex education. Planning is effective in that it is flexible and is used to meet the immediate needs of the centres, for example, if there has been a drug or bullying problem the issues will be raised and dealt with within the personal, social and health education lessons. When pupils are effectively motivated they readily discuss issues with staff and their personal and social development is promoted well and the quality of teaching and learning is satisfactory, overall. However, when pupils are not effectively managed or motivated their achievement is poor. Pupils are involved in setting their own targets including a class target and they receive constant reminders of these during the day.

62 At present there is no cohesion of the subject across the centres and it is very much the responsibility of individual teachers. The advice on what teachers should teach is very new and has only been in operation this term. However, there are appropriate development plans in place to deliver the subject across the centres and appropriate accreditation has been adopted for pupils in Years 10 and 11.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	8
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	4
Attendance	4
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	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	5
Accommodation and resources	4
Pupils' care, welfare, health and safety	5
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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