

# INSPECTION REPORT

## **LEICESTER CITY PRIMARY PUPIL REFERRAL UNIT**

**The Arc and The Phoenix Centres, Leicester**

LEA area: Leicester City

Unique reference number: 132824

Team leaders: Chris Pay and Alison Snowden

Lead inspector: Jacque Cook

Dates of inspection: 23 – 25 May 2005

Inspection number: 268694

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

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## INFORMATION ABOUT THE CENTRES

Type of school:	Special	
School category:	Pupil Referral Unit	
Age range of pupils:	5 to 11	
Gender of pupils:	Mixed	
Number on roll:	35	
Centre addresses:	The Phoenix Centre Thurnby Lodge Primary School Dudley Avenue Leicester LE5 2EG	The Arc Centre Holy Cross Primary School Stonesby Avenue Leicester LE2 6TY
Postcode:		
Telephone number:	0116 2419538	0116 2832185
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Appropriate authority:	The Local Education Authority	
Name of responsible Officer:	Janis Warren	
Date of previous inspection:	No previous inspection	

## CHARACTERISTICS OF THE CENTRES

The Leicester City Primary Pupil Referral Unit provides 60 full or part-time places with 36 pupils on site at any one time, aged between 5 and 11. There are two sites, both in separate provision in mainstream primary schools: The Arc (Assessment and Reintegration Centre) which is for pupils who are under threat of permanent exclusion and The Phoenix Centre where pupils are excluded or are hard to place in a school. This forms part of a continuum of provision of primary behaviour support in Leicester City and was established in its present form in September 2002. There has been no previous inspection.

At the time of the inspection 15 boys and one girl attended part-time, up to three half day sessions, at The Arc. These pupils remain on the roll of their school and attend there when they are not at the centre. The one girl was taught separately for one session a week to meet her specific needs. Three pupils have statements of special educational needs. At The Phoenix, 14 boys attended full-time, five with statements of special educational needs for social and emotional difficulties and one for moderate learning difficulties. Also, two boys were being supported as they reintegrated into schools. Pupils are largely of white British ethnicity with four from African or Asian backgrounds. No pupil speaks English as an additional language. There are two pupils from traveller families and no refugees or asylum seekers. One pupil is in public care.

The percentage of pupils eligible for free school meals is very high at 80 per cent at The Phoenix and 65 per cent at The Arc, indicating a low socio-economic context. When pupils join the centres many are under-achieving, because their behaviour difficulties have interfered with their progress, and attainment levels are below average for their age.

There is one management committee for both centres.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2351	Jacque Cook	Lead inspector	Mathematics Personal, social and health education and citizenship Religious education English as an additional language
9189	John Horwood	Lay inspector	
22391	Nick Smith	Team inspector	Science Information and communication technology Geography History
22948	Mary Vallis	Team inspector	English Art and design Design and technology Physical education Special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**The effectiveness of the Leicester City Primary Pupil Referral Unit is satisfactory.** The leadership and the management are good, enabling the team leaders to build effective teams of staff and to target areas for improvement successfully. As a result, pupils are taught well overall and, for many, their behaviour is good. However, a few who have been at The Phoenix for a long period do not improve their behaviour sufficiently. The curriculum is satisfactory, which contributes to pupils' satisfactory achievement. Value for money is satisfactory.

The centres' main strengths and weaknesses are:

- Many pupils improve their behaviour and return to school successfully.
- The progress and achievement of a few long-term pupils at The Phoenix are unsatisfactory.
- Pupils achieve well in personal, social and health education (PSHE) and citizenship.
- Staff are good at encouraging and praising pupils for their efforts, which builds self-esteem and helps learning. However, they do not always intervene early enough to prevent problems escalating.
- Assessment procedures are used well to focus learning.
- There is good provision of care, welfare and guidance to support learning and the centres work very well with parents and with local schools.
- Information and communication technology (ICT) is not used sufficiently in all lessons.
- Lessons at The Phoenix do not always have sufficient content.

### STANDARDS ACHIEVED

Pupils' achievement at the end of:	in relation to individual targets in:	
	Subjects of the curriculum	personal and social education
Year 2	<b>Satisfactory</b>	<b>Good</b>
Year 6	<b>Satisfactory</b>	<b>Good</b>

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

**The achievement and progress of pupils in all year groups are satisfactory.** Their progress and achievement are satisfactory in English. Pupils improve their communication skills and many learn to enjoy reading through gaining help to improve their skills and through choosing from a good selection of books. Pupils' writing is often the weakest area of English but, with appropriate support, pupils make steady progress. Due to the quality of the teaching and learning, pupils achieve well in mathematics at The Arc and their achievement is satisfactory at The Phoenix. In science and in ICT, pupils' achievement and progress are satisfactory, although they do not have enough opportunities to practise their ICT skills. Pupils make good progress and achieve well in PSHE and citizenship. Good progress is also made in design and technology and in swimming.

The attitudes and behaviour of most of the pupils are good, although there is, at times, a deterioration in the behaviour of pupils who have been at the centre for a long period. **Personal development, including spiritual, moral, social and cultural development, is good.** Attendance is satisfactory.

### QUALITY OF EDUCATION

**The quality of education is satisfactory. The quality of teaching and learning is good overall,** although it is better at The Arc than at The Phoenix, where it is satisfactory. This is because, at The Arc, support staff are used to take groups and lessons are tightly structured to keep pupils working throughout. Support staff tend to be used on a one-to-one basis at The Phoenix, which does not encourage pupils to learn from each other. Also

at times, pupils do not work for a full lesson. Either starts to lessons are delayed because the teacher is waiting for shared resources or lessons finish early because there is not enough work for the pupils. Staff build strong relationships with pupils. This develops pupils' confidence so they try hard and they also learn well from practical activities. Strategies for dealing with difficult behaviour are not always adequate to prevent pupils needing to be out of a lesson, which slows their learning and that of other pupils in the class.

The curriculum is satisfactory. It is suitably based on the National Curriculum and enriched with visits to the community to use leisure facilities. Pupils' care, guidance and support are good and links with parents, schools and the community are very good.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good.** The effectiveness of the leadership is good. The team leaders have a shared and clear vision for the centres and inspire the staff to work well together. The effectiveness of management is good. Clear development planning has ensured that the right priorities are selected and good progress is made towards their achievement. Particularly good progress has been made in establishing procedures to promote racial harmony successfully at both centres. Management of the outreach provision is good. Governance by the Local Education Authority and the management committee is good and ensures that statutory requirements are met.

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

Parents have positive views about the centres. They value the contact made by the centre each week and hearing good news about their children as well as being told if there is a problem. They feel well informed about individual education plans.

Pupils also have positive views. They like the way they easily make friends and find the teachers very kind and helpful. Pupils enjoy going to the adventure playground, swimming and *Golden Time*. Many felt that the behaviour was not good. The team found that, on the whole, behaviour was good and many had made significant improvements in their behaviour, although a few did not always behave well.

## **IMPROVEMENTS NEEDED**

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

- Work with the Local Education Authority to ensure that appropriate provision is made for pupils with very difficult behaviour, whose long-term needs are not met effectively at the centres.
- Take steps to ensure that staff always intervene before behaviour becomes unacceptable.
- Ensure that lessons have sufficient interesting content to keep pupils learning for the whole session.
- Ensure that ICT is used more effectively in all subjects.
- Continue to seek alternative arrangements for outdoor activities at The Phoenix.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

The achievement and progress of pupils is satisfactory overall and is often good at The Arc.

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

- Pupils achieve well and make good progress in personal, social and health education (PSHE) and citizenship.
- Pupils make good progress in design and technology and in swimming.
- Many pupils successfully return to school.
- The achievement of long-stay pupils at The Phoenix is unsatisfactory.

#### **Commentary**

1. The good progress and achievement made by pupils at The Arc are due largely to the good quality of teaching and learning. Also, pupils do not, on the whole, have such complex and long-standing behaviour difficulties as those at The Phoenix. The achievement and progress of a few pupils who have been at The Phoenix for more than eighteen months are unsatisfactory. It has not been possible to find suitable schools for their primary education because of their very difficult behaviour. Even though there have been improvements, their behaviour frequently deteriorates and at times, they disturb the work of other pupils.
2. Overall, the return rate of pupils to school is good. The number returned is very good at The Arc because pupils are maintained on the roll of their school, attend the centre part-time and usually return to their school. A few pupils move to The Phoenix for full-time attendance. Last year, the number of pupils returned to mainstream or special schools successfully from the Phoenix was good. This year, however, the return rate is lower. Although a few pupils have moved back to school, there remain six of the 14 on roll who have complex behaviour difficulties and who have been at the centre for longer than a year.
3. There is no measurable difference between the progress made by pupils from different ethnicities. Although very few girls attend the centres, the focus of the work on the individual pupil ensures that they make similar progress to the boys. The availability and use of additional resources from agencies such as those concerned with children from travelling families or those who are in public care ensure that these pupils make the progress they should.
4. Pupils make good progress towards meeting their targets on their individual education plans. Their progress is helped because they know what they are aiming for through the use of specific target books and folders. Time is well spent working towards meeting them.
5. In English, mathematics and science, pupils' achievement is satisfactory overall. Pupils improve their communication skills, particularly learning to express their feelings and listen to others. A good selection of books that particularly appeal to boys has contributed well in encouraging reading and many now read for pleasure. Many pupils find writing difficult but with a good range of support they make steady progress. Pupils make good progress in improving their numeracy skills at The Arc and satisfactory progress at The Phoenix. At both centres staff are working on improving pupils' knowledge and understanding of measurement, shape and space. In science, the use of practical activities helps pupils to develop their curiosity to find out and make predictions, for example, about the properties of materials.

6. Pupils make satisfactory progress in improving their skills in using information and communication technology (ICT), although they do not use them enough in their other subjects.
7. Pupils do well in PSHE and citizenship. This is because what they learn about in their lessons is reinforced throughout the time they are in the centres and often in targets on their individual education plans. Pupils are helped to understand how to get on with each other and the importance of tolerance in a multi-racial society. Pupils make good progress in design and technology because they are interested in the practical activities and keen to participate. They learn to design and make pizzas and their boxes and attractive personalised slippers. Another practical activity where pupils make good progress is swimming. Good levels of instruction from staff at the local leisure pool help them improve the distance they swim as well as their technique.

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

Pupils' attitudes and behaviour overall are good. Personal development, including their spiritual, moral, social and cultural development, is good. Attendance and punctuality are satisfactory.

### **Main strengths and weaknesses**

- Most pupils consistently improve all aspects of their personal development whilst in the centres.
- The behaviour of a few pupils, many of whom have been at the centres for a prolonged period, is often disruptive and has a negative effect on the behaviour and learning of others.
- Staff set very good role model examples to pupils and have developed very good caring relationships with them.
- The number of exclusions is high, particularly at The Phoenix, but each year is falling at both centres.

### **Commentary**

8. The majority of pupils have satisfactory attendance figures as a result of the centres' sending transport for them and following up reasons given for absence. Punctuality is satisfactory, with any lateness due to traffic conditions or difficulties with individual collections.

### **Attendance**

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

Authorised absence		Unauthorised absence	
Centre data	12.0	Centre data	2.0

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

9. All the pupils have behaviour difficulties and most arrive at the centres with poor attitudes to learning and with poor self-esteem. The small number of pupils and the relatively large number of adults enable individual problems to be identified and dealt with. The behaviour of all pupils improves during the initial periods of their stay at the centre and many are reintegrated successfully into mainstream schools. Several pupils have, however, stayed at The Phoenix Centre for prolonged periods and the improvements in behaviour have not been maintained. These few pupils now present very difficult behaviour which influences the attitudes of other pupils and has a negative effect on the good learning taking place in a number of lessons.

10. The behaviour policy is very clear to pupils and there is a good system of sanctions and rewards. In lessons where pupils were involved in interesting activities they were able to modify their behaviour. In a very well-taught lesson, at The Phoenix, about self-awareness which kept pupils fully involved and interested, their behaviour and attitudes were exemplary. In a few other lessons, usually involving the longer-term pupils, intervention strategies were not used early enough and their learning was severely disrupted. The sanction of exclusion is generally used in single days as this is considered to be more effective than one long exclusion. They are used appropriately but the policy of short exclusions does result in a high number of individual exclusions, notably at The Phoenix. However, after work on introducing and developing strategies to improve pupils' behaviour, the number has dropped significantly this year at both centres.

## Exclusions

### *Ethnic background of pupils*

### *Exclusions in the last centre year*

Categories used in the Annual Centre Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	22	176	0
White – Irish	3	0	0
Mixed – White and Black Caribbean	4	15	0
Mixed – any other mixed background	2	3	0
Asian or Asian British – Indian	2	18	0
Asian or Asian British – any other Asian background	2	0	0

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

11. Staff set very good role models for pupils and they have built up very good relationships with them which, in most cases, results in mutual respect. The moral development of pupils is good. They are made very aware of what is right and what is wrong. Their social development is good and is well supported by building good relationships with adults in the centres and by curriculum activities such as swimming and physical education at the local adventure playground. Work with the pupils on promoting racial harmony has helped pupils to develop and use their social skills effectively as well as contributing to their satisfactory cultural development. Pupils learn about a limited range of cultures; for example in humanities, art and design and in their work on religious festivals. Spiritual development is satisfactory, with opportunities to make decisions or choices during the day, as well as specific time to think about topics in personal social and health education lessons.

## QUALITY OF EDUCATION PROVIDED BY THE CENTRES

The quality of education is satisfactory. The quality of teaching and learning is good overall and the care, welfare and guidance of pupils is good. There are also good links with parents and with the community. The curriculum is satisfactory.

### Teaching and learning

The quality of teaching and learning is good overall. Assessment is good.

### Main strengths and weaknesses

- Teaching and learning are better at The Arc than at The Phoenix.
- Relationships between the staff and the pupils are strong, which gives pupils the confidence to attempt work.
- Support staff play an important role in helping pupils to learn.
- Praise and encouragement are used well to build pupils' self-esteem and help them to conform. Staff remain calm, but techniques in managing pupils' behaviour are not always effective.
- On the whole, lessons are planned well but, at times, there are not enough interesting activities for pupils.
- There is a lack of expertise in using national strategies.

### Commentary

12. There is a range in the quality of teaching and learning. Most of the very good teaching and learning is in PSHE and citizenship lessons at both centres. Very occasionally, teaching and learning are unsatisfactory because pupils' extreme behaviour prevents other pupils learning.

**Summary of teaching observed during the inspection in 24 lessons. One lesson is not graded for teaching as it was taken by an instructor.**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	4	11	7	1	0	0

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

13. The quality of teaching and learning at the Arc is good and at The Phoenix it is satisfactory. At The Arc, support staff are used more flexibly; for example, to work with groups of pupils, which encourages learning from others, whereas, at The Phoenix they are more often on a one-to-one basis, keeping individual pupils involved in an activity and helping them with any difficulties with the work. At both centres, support staff are used well, encouraging pupils to return to their work when they have left the teaching area. Lessons tend to be more tightly structured at The Arc so that pupils move from one activity to another and no time is wasted. This keeps the pupils' interest so that they learn more effectively. In a significant number of lessons at The Phoenix, lessons started later than planned because resources that were shared with other classes were not readily available. Also, there are instances where there is not sufficient work for the whole lessons and no activity to draw the learning together at the end of the session. As a result, pupils' interest wanes and their learning slows.
14. Many pupils find it very difficult to work when they first arrive at the centres. Their self-esteem and confidence are often low, which leads to a lack of willingness to conform to acceptable standards of behaviour. Through the skills of all the staff, strong relationships are built and most pupils work well because they want to please the adults they are with. A working atmosphere is developed in many classrooms. A good example is the first session in one class at The Phoenix, where pupils are settled straight away to their 'target' work when they arrive in the mornings. Pupils arriving at The Arc have a fixed routine where they sign in, indicate how they feel and then immediately are involved in an activity. Support staff are used well. They work with teachers as parts of effective teams which are consistent in the methods they use. This ensures that pupils quickly learn where the boundaries of acceptable behaviour are set. Staff are good at questioning pupils to keep them involved in activities and ensuring that learning is accurate.
15. Both centres have a positive atmosphere and this is reinforced by constant praise and encouragement from the staff. Pupils respond well to these techniques and really enjoy taking their work to the team leader to show her how well they have done. Occasionally, opportunities are missed to 'catch them being good'. For example, a pupil was finding it difficult to remain seated. He was praised when he returned to his seat, but not when he had sat there for some time to encourage him to remain. On the whole, pupils' behaviour is

managed well by staff because they remain calm and are consistent in following procedures. In a number of instances, pupils experiencing difficulties are quickly returned to their activity. However, on a few occasions teachers did not intervene early enough to prevent a situation escalating to the point where a pupil had to be removed from a class in order to regain self-control. More often these instances involved pupils who had been at the centre for a considerable period and were continuing to have difficulties in controlling their behaviour.

16. Good use of the Qualifications and Curriculum Authority (QCA) publications provides teachers with clear overall planning for each subject that they teach. This is modified and adapted as necessary to ensure it is at the right level for the pupils. However, many of the staff at the centres have not had opportunities for sufficient training in the use of national strategies. This gap in their expertise has a particular effect on the quality of the teaching and on pupils' learning of mathematics and, to a certain extent, English. Confidence in the use of ICT to support pupils' learning is developing but, at present, staff do not enable pupils to use ICT enough in their lessons.
17. Subject specific words are clearly identified in lesson planning and explained to pupils at the beginning of a lesson. This is effective and potentially supports pupils who do not speak English as their first language.
18. Teachers plan lessons with clear objectives for each pupil in their class, which ensures that all pupils are included in the learning process and enables the assessment of pupils' progress to be made well. Staff talk with pupils as they do their work and help to ensure it is accurate. The use of the Performance Indicators for Value Added Target Setting (PIVATS) system has helped to make teachers very aware of the levels achieved by each pupil and where they need to work to make progress. This is shared effectively with pupils in their target lessons, so that they also know what they are aiming to achieve.

## **The curriculum**

The curriculum is satisfactory and is enriched satisfactorily. It helps pupils to remain in contact with a mainstream curriculum. The accommodation and resources are satisfactory.

### **Main strengths and weaknesses**

- Provision for PSHE is good and contributes very positively to pupils' personal development.
- Pupils are prepared very well for their next educational placement.
- Curriculum planning does not take sufficient account of long-stay pupils.
- Accommodation for physical activities is unsatisfactory at the Phoenix.
- Time available is not always used to the best advantage.
- Support staff of sufficient numbers and experience help ensure pupils are able to manage the range of work.

### **Commentary**

19. The curriculum is appropriately based on the National Curriculum and has a suitable range of subjects. At The Arc it is planned fittingly to support but not duplicate the curriculum pupils are receiving in mainstream schools and at The Phoenix it is planned appropriately to ease their reintegration into their next school. Pupils are taught separate lessons of subjects such as English, mathematics, science, ICT and PSHE and citizenship. However, other subjects including design and technology, religious education and geography are taught as part of the 'connected curriculum'. This is appropriately designed as a series of relevant topics, so that pupils can see links between subjects. For example, when working on a football theme, pupils wrote (and received replies from) a number of major football clubs in Britain and abroad. This boosted their literacy skills, enhanced their geography and provided good opportunities for artwork.

20. A good amount of time is given to PSHE and citizenship. This enables pupils to build up their self-esteem and have opportunities for discussion of topics relevant to them. Pupils are given the vocabulary to discuss emotions; for example as they identify how they are feeling at the beginning of each session at The Arc. They record what they are good at and how they can improve, which is often a challenge for pupils experiencing behavioural difficulties. Visitors such as the community policeman and the school nurse build up good relationships with pupils and teach them to be safe and healthy. Education in the dangers of drug misuse rightly explores the responsible use of alcohol, tobacco or medicine. The centres have taken the decision not to include sex education, although pupils learn about growth during science. Pleasant opportunities such as sharing meals, including morning tea and toast served at the laid table, enhance social skills. Although circle time (a group activity in which pupils and staff sit down together with the purpose of furthering understanding of themselves and of one another) is well established at The Arc, there are missed opportunities for this activity at The Phoenix, especially to draw pupils together during the initial morning session.
21. Expectations are that pupils remain at the centres for a short period of time, usually no more than two terms and the curriculum is planned accordingly. However, a small but significant number of pupils remain considerably longer. Provision for them is unsatisfactory and, as a result, they do not make progress as well as they should. There is insufficient planning to improve their skills and learning over an extended period. Additionally, there are not adequate strategies to improve their very complex behaviour difficulties sufficiently.
22. Many pupils have low levels of literacy skills and require additional support from capable support staff so that they can join in all activities. Support staff contribute their skills wisely, reinforcing teaching and often contributing their own skills to support the curriculum such as art or sewing. Teaching is also provided by the very competent special educational needs co-ordinator who plans programmes of work to meet individual needs, notably in literacy.
23. Very good preparation ensures that most pupils move back permanently to full-time education in a mainstream or to special school. Joint planning with the schools, usually in consultation with the pupil, leads to success. The shared targets for pupils at The Arc and the support pupils receive once back into school, which is taken over by the school and the behaviour support team is effective. Staff from receiving schools visit The Phoenix to meet and observe the pupil. Then pupils make preliminary visits to their new school, supported by parents or centre staff. Records are exchanged and planning for a phased move completed. Staff from the centre support the pupil in their new school for a period and phase their direct involvement out gradually. A very good initiative is that pupils moving to secondary school spend some time with peers in primary schools so that they build relationships before transition.
24. Not all curricular time is spent to best advantage. At The Phoenix, too many lessons end early with breaks for pupils to engage in low level activities of their choice such as skimming through computer programs instead of completing a range of varied tasks related to the lesson.
25. Accommodation is satisfactory overall. Pupils at The Arc use an outside play area so that they can get fresh air and find outlets for some of their energy. However, those at The Phoenix do not have this facility, which is unsatisfactory. Neither do they currently have the use of an indoor area for games or communal activities, although this is planned to be remedied next term, with a hall becoming available. Staff make good use of community facilities to ensure pupils get exercise during the week such as swimming and *kwik* cricket. The curriculum is enriched appropriately for pupils through organised, team-building activities at the adventure playground for pupils at The Phoenix and horse riding for those at The Arc. Additional opportunities are also available for sport during the evening for those pupils who are part of the Youth Inclusion Project. The curriculum is extended through involvement with OTIS (Ontrak Inclusion Services) which prepares pupils during the summer holidays for secondary education and provides booster lessons for literacy and numeracy.

26. The centres have a satisfactory number of qualified teachers to teach the curriculum and they are supported by a good number of proficient teaching assistants. Training is ongoing to increase the skills of staff in many areas of the curriculum and in techniques such as behaviour management. However, few staff have recent primary teaching experience, which is an area identified for further training, particularly the implementation of national strategies such as the National Literacy or Numeracy Strategies. Resources are of good quality and sufficient for the current curriculum. Display is particularly interesting and stimulating for pupils at The Arc, making it a very pleasant environment in which to learn.

### Care, guidance and support

Pupils' care, welfare and health and safety are good. The centres provide good support, advice and guidance. The involvement of pupils in the work and development of the centres is good.

### Main strengths and weaknesses

- Very good relationships between staff and pupils ensure that pupils can have a trusting relationship with staff.
- Very good care is provided for individual pupils.
- Good systems such as *Golden Time* and *Talk Time* promote good behaviour.
- The small number of pupils ensures that staff are able to know them very well and provide appropriate support and guidance throughout the day.

### Commentary

27. The centres take good care of their pupils. Health and safety procedures, specific to each site, follow the Local Education Authority policy. Risk assessments are carried out for all activities and facilities as well as for individual pupils where necessary. Child protection procedures are effective at both sites. The centres ensure that appropriate attention is paid to pupils who are in the care of the local authority and, through their links with external agencies, provide very good support for these pupils. During the inspection a member of the Looked After Children Team worked with a pupil, supporting him well in lessons. If a pupil is not at home when the transport arrives, the centre makes all reasonable attempts to find out why and to confirm the pupil's safety. Pupils' welfare during the day is very well provided for by good supervision and by nurturing activities when they first arrive and at breakfast sessions.
28. A major strength of the centres is the high number of caring and well-trained staff available to give appropriate care, support and guidance to the small number of pupils present. The good assessment systems result in the needs of pupils being clearly identified and adults are able to build up very good supportive relationships to quickly build with the pupils. Most pupils have initial negative views of schools and of education but they quickly develop a trust in the staff and an understanding of the effects of their behaviour. Close working relationships with external support services, for example the educational welfare service and the educational psychology service, provide ongoing support as required. Pupils are encouraged to talk to an adult about difficulties and this can be informal or within the structured day in *Talk Time*. At Phoenix, this is organised with the behaviour mentor with whom the pupils relate very well. They are taught to manage feelings of anger and to respond appropriately to adults and other pupils.
29. The behaviour management policies are good and identify the sanctions and rewards; for example, pupils are very aware of having to earn the benefit of *Golden Time* when they are allowed to carry out a group activity of their choice. Intervention strategies are very clear and staff are well trained but occasionally they are applied too late to be fully effective in avoiding disruption to the lesson. The range of strategies is not sufficient to deal adequately with the few pupils with very difficult behaviour that have been in The Phoenix for some time.
30. The processes involved in integrating the pupils into the centre are good. As much information as possible is obtained: the team leader or the special educational needs co-

ordinator will visit the mainstream school to get informal information about the pupil. They use this to build on strategies already developed and also to understand more fully the particular difficulties experienced by the pupil.

31. Pupils' views are taken into account as much as possible and they know that they will be given choices. At various times they will be able to choose activities and a standard procedure at The Arc is for pupils to choose the order of their lessons. Pupils are able to come to a decision together about how the 'golden pot' awards will be spent at the end of the term. At The Phoenix, for example, they have chosen to go quad biking.

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

The centres have very good links with parents, the community and other educational establishments.

### **Main strengths and weaknesses**

- Very good links with other schools enable pupils' integration back into mainstream or into special schools to be successful.
- The links with the community, including external support services, are of significant benefit to pupils.
- Pupils benefit greatly from community-based leisure facilities.
- As part of a very good partnership with parents the centres make contact with them on a weekly basis.

### **Commentary**

32. Only a small number of parents expressed their views about the centres but these were generally positive about their links with them. Parents receive a very helpful prospectus from The Arc and helpful information at The Phoenix. Parents are consulted before pupils join the centres and sign a home/centre agreement. They are kept fully informed about pupils' individual education plans. A very good feature of the partnership with parents is the weekly phone contact which identifies good points and concerns alike, and this is very much appreciated by parents. Regular parental surveys are carried out, although the participation in these is limited. Annual progress reports for 'long term' pupils at The Phoenix Centre provide satisfactory information about progress. The centres work hard to assist parents to help their child and have recently organised parental workshops called '*123 Magic*' to help them manage their child's behaviour issues at home.
33. The centres are both based with separate accommodation within primary schools. Very good relationships have been developed with these schools and there is very good co-operation. The headteachers of both schools are on the management committee of the centres and the team leader of The Arc is on the governing body of the host school. A significant difficulty at The Phoenix Centre is the lack of outside area available. However, very good use is made of community leisure facilities, with pupils using the local swimming pool and also a nearby adventure playground. Whilst time is taken to transport pupils to these facilities, it is well used to develop their social skills. An increasing number of pupils are benefiting from the Leicester Junior Youth Inclusion Project, which they attend one evening a week. There are also effective links with the local theatre, cricket team and rugby club.
34. In addition to the partnerships with the host schools, there are very good partnerships with other schools with which the centres become involved. Staff at The Arc work very closely with the primary schools from which pupils come. There is formal joint working in establishing targets on individual education plans and very good communication at an early stage about any issues such as absence or exclusion. The staff at The Phoenix consult fully with a primary or a special school about a pupil whom they want to reintegrate into mainstream or special education. In all cases the schools praise the very good support provided by the centres and report that the partnership is a very good one with mutual trust.



35. The centres have a very good partnership with the external support services. Together with the Behaviour Support Service they provide a continuum for behaviour support within the city and all have very good working relationships. Both centres have very good relationships with the Junior Youth Inclusion Project, Educational Psychology and Welfare Services and Social Care and Health, with whom multi-agency working is developing. These close working relationships benefit pupils by enabling specialist support to be identified and provided as appropriate

## **LEADERSHIP AND MANAGEMENT**

Leadership and management of the centres are good. The governance provided by the Local Education Authority and the management committee is good. The good leadership of the team leaders has meant that the provision has developed well. Management, including that of outreach work, is good.

### **Main strengths and weaknesses**

- The membership of the management committee is a strength as it draws together expertise and representatives of provision that are involved in the work of the centres.
- Enthusiastic team leaders provide very good role models and have built effective teams of staff.
- Clear organisation ensures that the centres are part of a continuum of provision for pupils with behaviour difficulties.
- The induction of staff is very good.
- Monitoring has not been sufficient to identify loss of teaching time in a few lessons at The Phoenix.

### **Commentary**

36. The good leadership by the team leaders is firmly based on a clear vision for the future of the centres and a strong commitment to the further improvement of standards. This is additionally strengthened by the commitment of the Local Education Authority to provide high quality resources to continue to educate pupils who have been excluded or who are at risk of exclusion. For example, at The Phoenix, there are now sufficient computers for pupils to work on one each. Information passes easily between the Local Education Authority and the management committee because the chair of the committee is also the Appropriate Authority for the centres. This contributes to the effective governance and ensures that statutory requirements are met. The management committee is very knowledgeable and effective with a broad membership. Regular reports from the team leaders keep them well informed. The co-ordinator of Behaviour Support, who is the direct line manager of the team leaders, provides them with very good support and supervision. The team leaders meet frequently with the Local Education Authority standards officer who formally monitors aspects of the provision throughout the year. This, in addition to the support from advisers, has assisted the centres' developments well.
37. Priorities have been identified and met; for instance, good relations have been forged with schools and this is partly because the team leaders are pro-active in seeking school views and providing what is needed. A broad range of policies has been written and approved over the last two years. Issues such as the high number of exclusions are explored and strategies identified to reduce them successfully. The number of incidents involving racist comments has decreased substantially since the introduction of appropriate procedures. The centres' overall development plan is appropriately tailored for each centre, is good and is well based on objectives established when they were set up. This ensures that there is a continuum of provision for pupils experiencing difficulties in school. Plans are regularly reviewed and updated. A barrier to learning at The Phoenix is the lack of outdoor facilities for play or of an indoor area for physical education. Whilst alternative arrangements have been made, further solutions have been sought. As a result, from September a hall will be available for the centre

to use. However, additional funding gained to fence a play area was lost because proposed changes to include a children's centre at the host school were not finalised in time.

38. Staff at the centres are beginning to use analysis of data showing how well pupils are making progress. The graphs produced by the PIVATS system are being used well for individual pupils as well as identifying areas such as measure, shape and space in mathematics where work is needed by all pupils. A close watch is kept on the progress of those pupils at The Phoenix Centre who have been there for over eighteen months. It is recognised by the staff at the centres and by representatives of the Local Education Authority that despite the best efforts of the staff, a few of these pupils are not continuing to make the progress they should, particularly with regard to their behaviour. The level of expertise required to help them is not available at the centres and they are beginning, at times, to slow the learning of other pupils. The lack of appropriate provision for these pupils is unsatisfactory.
39. The team leaders have forged teams of staff very well. Teachers and support staff working in the centres have had to learn new skills quickly and be very adaptable. The team spirit developed is very good and, as a result, the staff are prepared to take on curriculum innovations for the pupils such as horse riding and team building at the adventure playground. A good range of meetings ensures that information flows freely. Pupils are discussed on a daily basis, which uses the collective expertise of staff to work out strategies to tackle difficulties effectively.
40. Specific roles have been developed successfully. The appointment of a shared special educational needs co-ordinator who works part time in each centre is very productive. This has introduced vital skills to assess and work with pupils who have low levels of literacy and has ensured that the individual education plans are well written. Additionally, the latest appointment also has areas of subject expertise that were missing from the centres. The recently appointed behaviour mentor brings additional skills to The Phoenix, giving pupils a specific member of staff they can talk with when there are difficulties. The leadership and management of subject areas are at an early stage; however, subject leaders have ensured that a suitable curriculum is available at both sites.
41. Monitoring of teaching is effective overall and is undertaken by the Local Education Authority standards inspector and by the team leaders. There is good feedback to staff, which helps to improve teaching and learning. Although subject leaders are not yet able to observe lessons taught by other staff, they do have a clear overview of planning. The team leaders also monitor teachers' planning and pupils' behaviour well. However, at The Phoenix, there has not been enough checking of the use of time in lessons as, in a few instances, lessons have started late or finished early. Following monitoring, areas for development are highlighted and used with centre priorities to target staff training which is well organised. Many of the staff have secondary teaching experience so part of the drive to improve standards includes specific training in the skills of teaching younger pupils. For example, work has been done on the National Literacy Strategy and is shortly to commence on the Numeracy Strategy.
42. The management of outreach work is good with all parties having a clear understanding of the work to be undertaken. Information is collected which is used to monitor the performance of pupils at risk. Managed moves are used effectively to prevent exclusion. The network of support provides records, monitoring and evaluation. This data and the co-operation between school and centre staff help to check that it is being effective.
43. Finances are closely monitored to ensure that money is spent wisely for relevant resources. Expenditure is linked well to established priorities. The team leaders ensure that as far as possible the principles of best value are applied.

## Financial information

### *Financial information for the year April 2004 to March 2005*

Income and expenditure (£)	
Total income	507127
Total expenditure	507127
Expenditure per pupil	12678

Balances (£)	
Balance from previous year	N/A
Balance carried forward to the next	N/A

# PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **satisfactory**.

#### Main strengths and weaknesses

- Teaching and learning are good overall.
- The achievement of long-stay pupils is unsatisfactory.
- Well-chosen resources are encouraging boys to read.
- Time is not always used productively.

#### Commentary

44. Pupils' achievement is satisfactory overall but is unsatisfactory for pupils who remain at The Phoenix for too long. Overall, however, their progress in lessons is satisfactory, often because of the good support they receive. In recognition that behavioural difficulties are frequently linked to the frustration pupils feel at their inability to express themselves clearly, staff work hard to provide pupils with an emotional vocabulary and plenty of time to talk. The use of puppets encourages pupils to participate, as does the use of role-play. Pupils in Years 1 and 2 experiment with expression, body language and characterisation as they learn to understand their behaviour and the consequences that follow through acting out situations. "Why does the goat kick?" asked the teacher. "Because he's scared" was the reply. Older pupils continue to develop their speaking skills which are, at times, in advance of their ability to listen actively and respond appropriately. Good questioning ensures that pupils respond with precise language and in full sentences. They learn to understand the power of language; for example, that used in advertising, and how descriptive language can enliven written work.
45. Boys now want to read because of the care that has been taken to choose books that are at a simple reading level but have a high degree of interest. This means that they read not only during designated times but sometimes make reading their choice during *Golden Time*. Pupils respond well to the special educational needs co-ordinator's sensitivity and tact and are willing to work on basic skills individually, building up the phonic knowledge and sight vocabulary that help them become independent readers. Good and improving assessment means that work can be pitched at the right level and targets, known to the pupils and set for improvement.
46. Many pupils are reluctant to put pen to paper, preferring to use support staff as scribes or simply completing short exercises. This is evident in the work of long-stay pupils who do not have sufficient opportunities to write for a wide range of purposes. The youngest pupils trace letter patterns; they dictate sentences to their teacher and the more able record work themselves. In one lesson, a teacher planned well to develop pupils' use of descriptive language through a range of lively and interesting activities that made pupils want to participate. Pupils identified 'killer' words such as 'nice' or 'got' which deadened writing and, using their own whiteboards, substituted livelier alternatives. This demonstrated their understanding of powerful adjectives and they used words such as 'gigantic', 'clearly' or 'terrified' in their accounts of the sinking of the Titanic. By Year 6, more able pupils express their ideas and opinions effectively in writing: "Girls can get a bit annoying at times," wrote one boy with feeling. Less confident writers continue to need readily available support and guidance before committing themselves to writing.
47. Teaching and learning range from very good to unsatisfactory with the majority being good. Lessons are characterised by good relationships between adults and pupils, and well-used

resources of good quality to support learning. Support staff contribute positively to all lessons, reinforcing teachers' instructions and helping ensure that all pupils are able to do the work. Targets are referred to regularly and pupils' success towards meeting them recorded at the end of the lesson. In one lesson, teaching and learning were unsatisfactory because of a lack of effective behaviour management strategies that meant that too little time was spent on learning. In a few lessons, at The Phoenix centre, pupils learnt well for two thirds of the lesson but too few activities were planned that related directly to the learning objectives. Instead of completing a variety of tasks, for example, finishing the lesson with quizzes or word games, pupils drifted off task and a few lessons ended early.

48. The leadership and management of English are satisfactory. Currently there is no subject leader, but the team leaders are effective in ensuring the subject is well resourced. Planning is monitored and the curriculum is closely related to the National Curriculum. Teachers require additional training to further improve their knowledge, especially of national strategies. English contributes satisfactorily to pupils' spiritual, moral, social and cultural development.

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

49. Opportunities in a range of activities provide satisfactory support for language and literacy. Staff are very good role models for speaking and listening effectively. They treat pupils and each other with respect and instil good social skills. These are put into practice on visits to the community and include turn-taking during the playing of word games in the mini-bus. Staff identify key words (words that are important to each subject area) and teach them each lesson. PSHE and citizenship provide not only good opportunities for speaking and listening but also for reading and writing. Pupils in Years 1 and 2 identified occasions when they felt happy or sad and attached the words to a balloon of feelings. Pupils in Year 6 read and completed worksheets about their strengths and personal areas for improvement. Pupils present their work in a range of ways in mathematics, science and design and technology using graphs, charts and diagrams as well as writing. They use the Internet for research, for example in art or history, but do not use ICT sufficiently to present work of quality.

## **MATHEMATICS**

The provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- At The Arc, pupils make good progress and achieve well.
- The achievement of pupils who have been at The Phoenix for a long period is unsatisfactory.
- The use of practical activities helps pupils to learn well.
- Work is successfully planned to meet the needs of the age range in classes.
- Teachers do not have sufficient expertise in using the National Numeracy Strategy.

### **Commentary**

50. Overall, pupils' achievement and progress in mathematics are satisfactory. The progress and achievement made by pupils at The Arc are better than that at The Phoenix because:
- Pupils usually attend The Arc for a shorter period and the curriculum is planned so that they continue to learn new work.
  - Very good use is made of support staff to take groups of pupils. This allows pupils to learn from each other. For example, while one pupil worked with the teacher, younger pupils improved their skills in ordering numbers and sang the song *Ten Green Bottles* together.
  - The quality of teaching and learning overall is more effective in mathematics.
  - The needs of the pupils are, on the whole, not as complex as those at The Phoenix.
51. Pupils who join The Arc in Years 1 and 2 make good progress in counting accurately by rote and in understanding the value of numbers because there is a range of appropriate resources:

there are large numbers that they can place in order on the floor and small items they can count and then write the total number. Pupils use their hands as non-standard measures to work out the lengths of objects and more able pupils add and subtract and learn the value of coins. By the time they are in Year 6 at The Arc, pupils are problem-solving and using calculators to work out fractions. With well-targeted support from staff, they learn to draw and measure angles accurately using protractors. At The Phoenix, pupils gain a good knowledge of how to collect information using a tally chart and present it on a bar chart. Staff work closely with individual pupils and ensure, through careful questioning, that pupils are able to use the graph to answer questions such as "Which one has the most?" Many identify symmetrical shapes and their number work is increasingly accurate. However, the progress and achievement of a few pupils, who have been at The Phoenix for over eighteen months, is unsatisfactory. Their books show unnecessary repetition of basic number work and examples where work is clearly too easy. Additionally, at times, their extreme behaviour impedes their learning and staff do not always intervene early enough to defuse potentially difficult situations.

52. The quality of teaching and learning is satisfactory overall. At both centres, pupils learn best when teachers devise activities which are interesting and involve the pupils in practical activities. For example, at The Phoenix, pupils improved their skills in estimating when they rose to the challenge to go and stand where they thought sixteen metres would be from a line. They carefully measured their strides or foot lengths and were very close to the actual distance when they completed their steps. Good lesson planning ensures that younger pupils have suitable work; for example, singing songs to improve their numeracy skills and using liquorice allsorts to make a frequency chart from the incidence of their shapes. However, teachers do not use elements of the National Strategy adequately to help pupils learn effectively. In a number of instances, for example, opportunities were lost to consolidate learning through a group session at the end of lessons. Pupils' work and records show that ICT is not used sufficiently to support and extend pupils' learning. Pupils were seen using computers in mathematics, but this was often an end of session activity which did not adequately develop their skills. Teachers are good at assessing pupils' work as they are doing it to ensure they are learning effectively. The information gathered is now used more effectively to plan what will be taught next. The use of data provided through PIVATS has enabled weaknesses in pupils' achievement in shape, space and measurement to be identified and for additional work to be planned to improve this area.
53. The leadership and management of mathematics are satisfactory. Work is now more effectively planned using published guidelines that enable pupils to build on their previous learning. There are instances at The Phoenix where lessons are taught consecutively and resources are not always available for the start of the lesson because the same topic is taught to all three classes. This causes unnecessary delay and is unsettling for pupils.

### **Mathematics across the curriculum**

54. The teaching of mathematics in other subjects of the curriculum is satisfactory. Opportunities for pupils to practise or develop their skills are not identified when lessons are planned but staff encourage pupils to measure and weigh and make calculations in their work in other subjects.

## SCIENCE

Provision in science is **satisfactory**.

### Main strengths and weaknesses

- Practical activities are interesting and provide learning opportunities which test pupils.
- Support staff play very important roles in helping pupils to keep involved with practical activities.
- Praise and encouragement help to build self-esteem and help pupils to make predictions and choices which are useful scientific skills.
- Techniques in managing behaviour are not always successful to prevent learning time being lost.

### Commentary

55. The quality of teaching and learning is satisfactory. Teachers use their expertise well when planning lessons. The most interesting that capture the pupils' attention are those that include practical activities, which are made suitably difficult. However, at The Phoenix, lessons are timetabled one after the other, which does not make the best use of shared resources in a practical lesson, as they have to be moved from one classroom to another, leading to instances of a late start. Once started, discussion at the beginning ensures all pupils know exactly what they have to do. As a result, pupils' confidence increases and they develop good skills in observing and finding out what happens, such as when testing the breaking strain of supermarket carrier bags. Staff build positive relationships with the pupils to build confidence. As a result, pupils are not afraid to hazard guesses. Support staff are very skilled and keep anxious pupils involved in activities. The system of rewards for effort encourages pupils to behave and gain tokens for their group.
56. Pupils' achievement and progress are satisfactory. At The Arc pupils are part-time and, during the inspection, many were younger than most at The Phoenix. Year 1 pupils develop a good scientific vocabulary to identify properties such as soft, hard, smooth and rough. They begin to use their senses to explore a range of objects using their new vocabulary successfully. Pupils in Year 6 use their good relationships with staff to gain the support they need to write results when exploring what happens when they dissolve salt and sugar. At The Phoenix, Year 6 pupils follow similar paths when looking at properties. They learn about waterproof materials and consider which are appropriate for special purposes. For example, through discussion, they reject chocolate fireguards as unsuitable. However, at times pupils' behaviour gets in the way of their learning. In one instance, a pupil disrupted a session and, because the strategies used by staff were not effective, others were prevented from using the time effectively. Lessons where teaching and learning are good build on previous learning effectively and celebrate what has gone well, for instance in growing plants successfully. Confident teachers ensure that pupils learn to predict, to identify parts and to choose the correct materials.
57. Leadership and management of the subject are satisfactory. The subject leader role has not been established for long. The leader decides what is to be taught but has not yet been able to observe others. There are regular staff meetings to review progress, which gives opportunities for staff to discuss their assessments of how well pupils are doing in the topics being taught. The planning maps are useful but there is some overlap because the timetable is not carefully organised and there is a danger of repeating work for pupils who have been in The Phoenix for some time. The accommodation is satisfactory, but it limits the opportunities for some experimental work.

## INFORMATION AND COMMUNICATION TECHNOLOGY

58. It was not possible to see any lessons of ICT during the inspection; however, pupils' work, teachers' records and discussions with staff and pupils show that pupils' progress and achievement are satisfactory. There is a very good number of computers so that pupils are

able to use one each, which allows them to work unhindered. They work independently and most log in and find web sites without assistance. Many pupils in Years 5 and 6 change fonts and colour and use effects to create interesting looking documents. Newly adopted recording systems enable staff to be aware of the progress that pupils are making.

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

59. The use of ICT in other subjects is not well developed and is unsatisfactory. Pupils use programs to practise their mathematics and draw block graphs. They enter information to complete awards in PSHE and citizenship lessons. A few examples were seen of work researching information on the Internet: for example to find out about the work of artists. There is not sufficient use to support the presentation of work in English. The interactive board in The Arc enables teachers to present interesting and exciting lessons. This helps to get attention and develop pupils' watching skills but is not yet used by the pupils.

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

60. Effective teamwork of staff ensures that pupils learn about climate differences in **geography**. They use appropriate resources, including computers: for example, to research the weather in foreign lands. There is clear evidence from the subject planning, lesson plans and pupils' work to show that work in geography is varied and interesting. There are plans to provide more experiences that mix, geography and history. In **history** pupils compare the life of the Ancient Greeks with that of modern Greece. They are aware of differences in toys between Victorian times and today. Pupils enjoyed an interesting project exploring the lives of children in World War 2. Although the centres do not have to teach **religious education**, the pupils are taught about the major festivals of the faiths in the city where they live. Throughout the year, as they occur, pupils learn how to celebrate festivals such as the Chinese New Year, Diwali, Eid, Christmas and Easter. This makes a positive contribution to their multi-cultural development.
61. Provision for **art and design** is improving because of the interest and expertise of a new member of staff who is enthusing teachers as well as pupils. Pupils work under the guidance of enthusiastic support staff to paint murals using acrylics. These not only brighten their surroundings but also improve their self-esteem. They illustrate work in a number of subjects, for example making silhouettes of skylines after reading Roald Dahl's *Three Little Pigs*. They search the Internet looking for information about the life and work of Andy Warhol and other pop artists. Pupils and staff then work alongside one another to design and paint their own tins reflecting Warhol's style. A popular topic based on football led to a display of life size shirts and scarves painted in team colours.
62. Pupils have had no recent opportunities for working alongside artists or experiencing art in the community. However, it is planned for art students from the university to work with pupils in the autumn to help enliven the environment at The Phoenix.
63. Pupils enjoy opportunities for practical activities in **design and technology** and, as a result, they work hard, behave well and make good progress in their lessons. At The Arc, pupils use the Internet to search for ideas before designing slippers that demand a range of skills including measuring, cutting, gluing and sewing. They design and make photograph frames from wood or plastic and then evaluate their work. At The Phoenix, pupils make pizzas and the boxes to contain them. In the lessons seen, teaching and learning were good. Staff stressed hygiene and health and safety. Pupils used good kitchen facilities and combined ingredients to assemble their own pizzas. They then researched packaging, considering how much is really necessary and, with good support, designed and made their own boxes, which took concentration and perseverance. They were understandably proud of their results. The curriculum is planned well to engage the interest of pupils and to provide worthwhile activities where they can develop skills and knowledge and work constructively alongside their peers.

64. It is evident from the lessons seen and from discussion with pupils that they enjoy **physical activities**. Behaviour is usually good in public places and pupils modify their behaviour in the centres to earn group rewards such as quad biking. Pupils follow instructions well at the swimming pool in the local leisure centre. They improve and refine their strokes and many are proud of the good progress they have made and the increased distance they can swim. Good use is made of the local facilities and opportunities. Depending on which centre they attend, pupils have sessions at the Woodgate adventure playground and are coached by players from Leicestershire Cricket Club. They play tag rugby under the guidance of Leicester Tigers and ride with Riding for the Disabled. The lack of facilities for regular exercise inside and outside at The Phoenix is unsatisfactory; however, there are plans to use the hall for indoor physical education from the autumn term.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

Provision in personal, social and health education (PSHE) and citizenship is **good**.

### **Main strengths and weaknesses**

- Pupils make good progress and achieve well in PSHE and citizenship at both sites.
- The teaching of PSHE and citizenship is woven effectively through other subjects and activities during the centre day.
- The curriculum has the flexibility to tackle problems as they arise.
- Opportunities are missed at The Phoenix to work with pupils at the start of the day.

### **Commentary**

65. Pupils in all year groups do well in PSHE and citizenship because activities are made interesting and they help to build their confidence and self-esteem. The initial session for Years 1 to 3 pupils at The Arc, for example, brings the pupils together to work with the teacher. They learn to greet each other and the adults and with appropriate prompting, all make eye contact as they do so. Pupils at both sites improve their knowledge of words to explain how they are feeling. Teachers and support staff question effectively, offering suggestions and then probing for reasons for answers. One such conversation led to the discovery that a pupil had not had anything to eat that morning. This was soon remedied so that he was in a better frame of mind to work. A well planned session exploring the personal skills of self-discipline led to pupils discussing their own feelings openly and honestly. Good strategies, such as the award of a certificate to another pupil, give pupils practice in giving compliments to others through establishing what they are good at.
66. The quality of teaching and learning is good and, at times, very good. Skills taught are practised well throughout the day. Staff expect pupils to have good manners and to be polite to each other. They also expect pupils to be helpful; for example setting the table for tea and toast. In most instances, pupils' behaviour is dealt with well. The high staff-to-pupil ratio ensures that those pupils having difficulties have the attention they need. However, at times, pupils have to leave the room, often because they cannot control their behaviour. In a few instances, at The Phoenix, pupils who have been in the centre for some time do not participate in the lesson because their behaviour has deteriorated and they have to leave.
67. During the year, topics such as bullying and racist behaviour have been part of the programme of work in response to pupils' attitudes and behaviour. A series of lessons on 'What makes me different?' is effective in helping pupils to be tolerant and supportive.
68. PSHE and citizenship are identified and emphasised as important subjects for the pupils at the centres and their targets reflect this. However, at The Phoenix pupils are not drawn together towards the beginning of the day to work together on their personal and social skills. At The Arc, the introduction of regular 'circle time' activities has helped pupils enormously both

to express themselves and to conform to rules. The leadership and management of PSHE and citizenship are good.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the centres</b>	<b>4</b>
How inclusive the centres are	3
How the centres' effectiveness has changed since its last inspection	8
Value for money provided by the centres	4
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<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 centres</b>	<b>4</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-centres activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the centres seek and act on pupils' views	3
The effectiveness of the centres' links with parents	2
The quality of the centres' links with the community	2
The centres' links with other schools and colleges	2
<b>The leadership and management of the centres</b>	<b>3</b>
The governance of the centres	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	3

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

In a referral unit such as this, **standards achieved** are judged against individual targets and not against national standards.