

# INSPECTION REPORT

**THE MCKEE CENTRE**  
**(Short Stay School – Pupil Referral Unit)**

Fleetwood

LEA area: Lancashire

Unique reference number: 134367

Headteacher: Ms Lesley Nixon

Lead inspector: Mr M G Whitehead

Dates of inspection: 25 – 28 April 2005

Inspection number: 268695

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Behavioural, Emotional and Social Difficulties
School category:	Pupil Referral Unit (PRU)
Age range of pupils:	11-16 years
Gender of pupils:	Mixed
Number on roll:	49
School address:	Poulton Road Fleetwood Lancashire
Postcode:	FY7 7BS
Telephone number:	01253 770714
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Appropriate authority:	The Local Education Authority
Name of responsible officer:	Mr Neil Scanlan
Date of previous inspection:	This is the first inspection.

## **CHARACTERISTICS OF THE CENTRE**

The McKee Centre is part of the Lancashire Pupil Reintegration Service. Throughout this report the McKee Centre Short Stay School will be known as the Centre. It is situated in the town of Fleetwood and occupies a building that was formerly a branch library. The Centre opened in April 2004 and caters for boys and girls living in the areas of Wyre and Fylde whose ages range from 11 to 16 years and have been excluded from their mainstream schools. The centre also offers respite provision for pupils who are at risk of being excluded from school. It can cater for up to 16 pupils on site at any one time. The Centre also provides outreach services including reintegration and intervention work in collaboration with mainstream schools. There is a close working relationship with local Colleges of Further Education and the centre provides a programme of study for an additional 15 pupils that allows them to work in the colleges. The headteacher and staff have developed a programme of 'distance learning' because of the limited accommodation and the high demand for the Centre's provision, which allows an extra 20 pupils to access the facilities. These pupils are known as those on the 'flexible register'. At the time of the inspection there were 49 pupils on roll (13 girls and 36 boys) and 35 of them were in Year 10 and Year 11. There was one pupil from a minority ethnic group and the remainder of the pupils were White British. The pupils come from a variety of socio-economic circumstances but on average are below the national norm. Pupils' attainment levels when they enter the Centre are generally below the national average as many have had disrupted progress because of their behavioural difficulties. Only one pupil has a statement of special educational needs and this pupil has a specific education package to meet his needs. The remainder of the pupils are on school action plus. There are no pupils for whom English is an additional language.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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8056	Mr H Probert	Team inspector	Mathematics Art and design Geography Physical education Special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**The McKee Centre is a good PRU.** The quality of education is good overall. The good quality teaching, support and guidance enable all pupils to achieve well. The headteacher provides excellent motivation and inspiration for teachers and pupils alike. Her leadership is very good and she ensures that the Centre fulfils its aims. The Centre is very successful in enabling pupils to return to mainstream school or move on to further education or employment. Pupils make good progress in their lessons and achieve well. The McKee Centre provides good value for money.

The school's main strengths and weaknesses are:

- The headteacher provides excellent motivation and inspiration for all staff and pupils. Her sense of purpose and clarity of vision are outstanding;
- The Centre is well managed and receives good levels of support from the Local Education authority;
- The curriculum is good; it is broad and carefully tailored to meet the needs of the pupils;
- The Year 11 college programmes are very good and enable almost all pupils to gain nationally accredited qualifications;
- The quality of teaching is good overall and in science it is excellent. The overall achievement of pupils is good and in science it is very good;
- The Centre is very good at encouraging pupils to attend regularly and there are also good relationships between pupils and teachers;
- Very good day to day support and guidance help pupils grow in confidence and manage their behaviour well;
- The accommodation is unsatisfactory;
- With the exception of English, assessment procedures in the core and foundation subjects are not sufficiently rigorous and there is not a 'whole school' approach to academic assessment.

This is the first inspection of the McKee Centre.

### STANDARDS ACHIEVED

Pupils' achievement at the end of:	in relation to individual targets in:	
	Subjects of the curriculum	personal and social education
Year 9	<b>Good</b>	<b>Good</b>
Year 11	<b>Good</b>	<b>Good</b>

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

**Achievement of pupils throughout the Centre is good.** The number of pupils who take the National Tests (SATs) at the Centre is too small to be able to draw any statistical conclusions or comparisons. Pupils, prior to attending the centre, have experienced behavioural difficulties and these have resulted in low levels of attainment for the vast majority of them. However, when pupils join the Centre they begin to make progress immediately and, during the short time that they are on roll, they achieve well. Standards in English, mathematics and information and communication technology are below the national average but achievement in all these subjects is good for pupils in both key stages. Pupils with special educational needs achieve equally well. Boys and girls achieve equally well as do the most and least able pupils. Achievement in science and art is very good. Achievement in all other subjects is good.

**Personal qualities, including pupils' spiritual, moral, social and cultural development, are good.** Pupils are given many opportunities to reflect upon their work, their feelings and their actions. Pupils' views are respected and valued by staff and consequently the relationships that develop are good. Discussion is open and frank, enabling any problems to be resolved quickly and effectively. Opportunities are created by teachers and assistants that help to develop pupils' knowledge and understanding of the multicultural world in which we live.

## **QUALITY OF EDUCATION**

**The quality of education provided by the Centre is good.** The quality of teaching is good overall and pupils learn well. Teachers prepare their lessons well, ensuring that there is a variety of work that will be appropriate for the least able and also other work that is challenging, even for the most able. Pupils learn well because the teachers have high expectations and manage inappropriate behaviour very effectively in a non-confrontational manner.

The quality of the curriculum is good and prepares pupils very well for later stages of education and employment. The Centre has developed innovative practices to provide an effective curriculum for a further 20 pupils who cannot be accommodated in the very cramped premises. The Centre building is unsatisfactory because it is too small to provide separate places for the teaching of specialist subjects such as science, design and technology, art and physical education. Pupils' care, welfare, health and safety are very good. This enables pupils to forge secure relationships with adults in the centre, who support and guide them well. Pupils' views are valued and, as a result, they are involved in the centre's work and development. Links with parents are very good but parents are not as involved in their children's learning as they could be. Links with other schools and colleges are very effective and, consequently, many pupils return successfully to mainstream schools or complete accredited college courses.

## **LEADERSHIP AND MANAGEMENT**

**The headteacher provides very good leadership for the Centre and is well supported by officers from the local education authority (LEA).** She is extremely effective in motivating and inspiring her staff and pupils. The newly appointed deputy headteacher has become established and efficient in a very short time, working closely with the headteacher and staff to generate a very positive atmosphere for learning within the Centre. The governance of the school has recently been transferred from officers of the LEA to a newly established management committee, which is gradually taking responsibility and working on behalf of the LEA.

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

Parents have very positive views of the Centre. They find the Centre approachable, feel that their children are treated fairly and appreciate the improvements that they see in their children's behaviour. A small minority would like more information about the progress their children make and also homework for their children. The Centre has already identified these as areas for development. Pupils have equally positive views of the Centre. They feel that they are treated with respect, that teachers are fair and that there is an adult whom they trust and can talk to if they are worried.

## **IMPROVEMENTS NEEDED**

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

- Ensure that the accommodation does not restrict the breadth and depth of the curriculum that pupils receive or the quality of the overall education and care;
- Improve the assessment procedures to ensure that there is a clear record of the academic progress that pupils make by developing a 'whole centre' approach.

The Centre is aware of these weaknesses and they are clearly identified in the Centre's development plan.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

**Achievement and progress that pupils make are good overall.** Boys and girls achieve equally well and there is no significant difference in the achievement of pupils of differing abilities. Standards in the core subjects are generally below the national average, which is a reflection of the difficulties that the pupils have previously experienced.

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

- Pupils achieve particularly well in science;
- Pupils make good progress in English;
- Pupils make good progress in mathematics;
- Pupils are very successful in their college courses;
- Pupils are successful in completing accredited courses, through the Assessment and Qualifications Alliance (AQA) and The Prince's Trust XL, during the short time that they are in the Centre.

#### **Commentary**

1. Pupils take the national tests (SATS) whilst at the McKee Centre. There is such a small number of pupils to whom this applies that it is inappropriate to present their results, as this could be statistically misleading. However there are other opportunities for pupils' achievements to be recognised and applauded.
2. Pupils are very successful in achieving the main aim of the Centre, which is to return to mainstream education within two terms. These arrangements are discussed even before the pupils start at the Centre. It is made absolutely clear that the reason for attending the Centre is to gain the skills and confidence to return to mainstream school as quickly as possible. Pupils respond very well to these high and very clear expectations.
3. Lessons begin in earnest when pupils join the Centre and very quickly they begin to make up for the learning that they have missed in the past. Pupils make very good progress in science thanks to the excellent teaching that they receive. Consequently they are well motivated and often totally engrossed in their lessons.
4. Progress is good in English and every day begins with an 'ERIC' session where Everyone Reading In Class is the expectation for the first part of each day. This is followed by a daily mathematics session which ensures that pupils' progress is good in this subject.
5. The very good relationships that exist between staff and pupils enable lessons to proceed effectively. The work is carefully matched to the interests and abilities of the pupils and enables them to learn well and make good progress. Pupils are pleased with their own progress and consequently their self-esteem rises. Pupils then begin to develop conversational skills, and develop different appropriate modes of conversation according to the situation.
6. The very good links with local colleges of further education provide pupils with opportunities to attend college during Year 11 and occasionally in Year 10. The colleges are very impressed with the work of the Centre and the very positive impact that it has on the students they receive. This is an area that has developed very effectively in recent times and it is planned to continue the drive to expand this provision.



7. Whilst pupils are attending the Centre they are given many opportunities to prove that they are progressing. The Centre helps pupils to complete accredited courses through the AQA Unit Awards and the Prince's Trust XL Awards. There are already plans to extend these opportunities to include EDEXCEL Basic Skills courses and short course GCSEs. The following tables show the success that there has been in acknowledging the achievement of the pupils through accreditation.

**NUMBER OF AQA UNITS ACCREDITED 2003/2004 - Key Stage 4**

Subject	No. of units accredited to students	No. of unit titles completed
English	18	4
Mathematics	33	5
Science	9	4
Geography	4	2
History	7	1
Leisure & Tourism	8	2
Outdoor Pursuits /College/Prince's Trust	69	9
Physical Education	13	2
Total	161	29

**NUMBER OF AQA UNITS ACCREDITED 2003/2004 - Key Stage 3**

Subject	No. of units accredited to students	No. of unit titles completed
English	11	3
Geography	2	2
Physical Education	11	2
Design & Technology	11	2
French	11	3
Total	46	12

**NUMBER OF AQA UNITS ACCREDITED Spring Term 2005 - Key Stage 4**

Subject	No. of units accredited to students	No. of unit titles completed
English	24	4
Mathematics	36	5
Science	19	4
Geography	7	1
Leisure & Tourism	13	3
PSHCE	14	3
College/Prince's Trust	144	23
Keyworker	2	1
Total	259	44

**NUMBER OF AQA UNITS ACCREDITED Spring Term 2005 - Key Stage 3**

Subject	No. of units accredited to students	No. of unit titles completed
English	2	1
Geography	3	1
PSHCE	11	2
French	8	3
Design & Technology	16	3

Art	7	1
Total	47	11

8. It is predicted that pupils will receive bronze, silver and gold awards for their work through the Prince's Trust XL.

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

Pupils' personal qualities, including their moral, social, cultural and emotional development, are good. Spiritual development is satisfactory. Behaviour and attendance are good. Punctuality is very good.

### **Main strengths and weaknesses**

- Pupils have a good understanding of how to behave so that lessons run smoothly and the Centre is an orderly community;
- Good opportunities are provided to help pupils to build confidence and self-esteem and take responsibility, which leads to positive attitudes to learning;
- Pupils' good moral, social and cultural development is evident in the good relationships they have with one another and with adults. Spiritual experience is less well developed;
- The Centre's very effective action to promote good attendance, and parents' and carers' efforts to ensure that their children attend school, have resulted in much improved attendance rates over the last year.

### **Commentary**

9. Pupils show good attitudes to learning in lessons. They listen attentively and undertake tasks well. This is generally the result of good teaching in most lessons. Teachers maintain the level of interest and set appropriately challenging tasks. This ensures that pupils of all abilities achieve well. Pupils enjoy coming to the Centre and one pupil commented 'If the Centre was open on Saturday I would be pleased to come'.
10. Standards of behaviour are good, both in the classroom and around the school. Pupils get on well with each other at the breakfast club, break-times and lunchtimes. In class, the small numbers in the group mean that most pupils work individually rather than collaboratively. During the inspection there were no signs of bullying or harassment. The development of a non-confrontational behaviour policy has been supportive to pupils' development and they understand the systems of rewards, merits and sanctions. As a direct result of new Centre policies, the number of exclusions for fixed periods has dropped significantly between the Year 2003/2004 and Year 2004/2005. During the last school year there were no permanent exclusions.

### ***Ethnic background of pupils***

### ***Exclusions in the last school year***

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	37	17	0
Any other ethnic group	1	1	0

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

11. In the current school year (2004/2005) to date there have been only five fixed term exclusions involving four pupils and there have been no permanent exclusions.

12. Good relationships exist among pupils and their peers and between pupils and staff, which contributes in a significant way to the caring ethos of the Centre. Staff act as good role models and remain calm whatever situation develops. Pupils respond well to this approach. Pupils are encouraged to share their feelings with staff and many are developing high levels of self-esteem. Staff give a very positive lead in engendering these good relationships; for example, giving praise and encouragement at every opportunity.
13. Provision for pupils' spiritual, moral, social and cultural development is good overall, particularly in moral, social and cultural aspects. Spiritual awareness is promoted satisfactorily through developing the pupils' 'self-knowledge' and their ability to understand their feelings and responses to art and experiences in science. Staff show that they value pupils' ideas and this increases pupils' trust and sense of security. Pupils are willing to share their emotions and feelings. For example, Years 10 and 11 pupils listening to the BBC News about violence towards a mother and child talked openly about their own thoughts and fears.
14. The development of pupils' moral and social values is good, with many opportunities for pupils to reflect upon their actions towards others. Issues related to bullying and racism are openly discussed and clear principles established. At breakfast time, break-time and lunchtime they are supervised well. This creates a calm environment and pupils enjoy being together. Visits out of the Centre, including residential visits, are planned to promote social development. The Centre provides good opportunities to develop the pupils' cultural awareness. For example, in art lessons they study Aboriginal art and painting and make three-dimensional masks in African style. In 'ERIC' sessions, they discuss wide-ranging issues about life and different peoples' ideas and beliefs.
15. There is strong evidence to show that pupils make significant gains in terms of their behaviour and learning as a result of effective intervention work and many are fully reintegrated with their mainstream schools. For example, in one of the schools eight pupils were reintegrated from the Centre and seven of them have been permanently retained. In another school one third of the pupils have been retained.

### **Attendance**

Attendance is now good. Figures for the last school year indicate a good improvement. Many pupils have a higher level of attendance than when they were attending their mainstream school. Punctuality is very good and pupils arrive in time for the breakfast club. Good attendance is encouraged and parents are telephoned on the first day of absence. Registers are well kept.

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

Authorised absence	Unauthorised absence
<b>2003/4</b>	<b>2003/4</b>
22.1	8.0

### **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The Centre provides a good quality of education for all its pupils. The teaching that pupils receive is good overall and this helps pupils to fit into lessons successfully when they return to mainstream schools or move on to college. Pupils achieve well and are successful in modifying their behaviour so that they are able to benefit from school and avoid future exclusions. The curriculum that they receive is good, though it is limited by the accommodation, as there are some subjects that cannot be taught to their full effect. Pupils receive a very good standard of care and good support. The Centre has created very good links with parents and these are valued by the centre and the parents alike. Together the centre and parents are able to support the pupils as they work towards reintegration.

### **Teaching and learning**

Teaching and learning are good overall for all pupils, regardless of age, aptitude, gender or ethnicity. There is however, need for improvement in the way in which teachers record the academic progress that pupils are making.

### **Main strengths and weaknesses**

- Lessons are well planned to maintain interest and help pupils to learn;
- The best teaching takes place where the teachers are subject specialists;
- Pupils learn well because they are well motivated;
- Teachers have high expectations of the pupils and have designed good quality individual education plans to which pupils respond well;
- Teachers and teaching assistants are very good at managing the behaviour of the pupils;
- Assessment of pupils' work is not developed sufficiently to give a clear enough picture of the academic progress that pupils make.

#### **Commentary**

16. Teachers have a good knowledge and understanding of the pupils and are able to plan their lessons to meet the individual needs of the pupils. They are enthusiastic about their subjects and this enthusiasm helps to motivate the pupils. In the very best lessons the teachers have very secure subject knowledge and are passionate about teaching. The excitement and enthusiasm are very effective in motivating pupils and engaging them in learning for long periods of time. Pupils learn very well in these situations and thoroughly enjoy their lessons.
17. The teachers' ability to manage the social, emotional and behavioural difficulties and develop communication skills of pupils with special educational needs is very good. The behaviour policy during the day is very effective. Teachers are very well supported by the skilful teaching assistants who have very good relationships with the pupils and are able to help them remain on task during lessons. The Centre holds a breakfast club each morning as well as arranging visits to the Outdoor Education Centre. These activities are very effective in building trusting relationships.
18. The management of behaviour in the Centre is very good. Initially the emphasis is placed upon improving attitudes and behaviour. Joint planning between the Centre and the schools ensures that pupils who are reintegrated are involved in the development of their own programmes in both academic and behavioural terms. One of the High Schools felt the Centre could provide more information to schools on the levels achieved by pupils in the core subjects while they are in the Centre. The Centre is aware of this aspect and has identified it as an area for improvement in their development plan.
19. The quality of the individual education plans is good and the targets are specific and measurable. However, the Centre is already planning to adapt them to meet the needs of pupils on roll. The intention is to separate academic and behavioural targets, which will allow key workers to work with a specific focus on the improvement of behaviour, while teaching staff's contribution is directed towards academic matters.
20. On entry to the Centre there is baseline testing in reading, mathematics, spelling and vocabulary and also self-esteem. There is evidence that pupils achieve well in these aspects during their stay at the Centre. However, there are many subjects where the teachers do not keep sufficiently detailed records of pupils' academic progress and individual performance. This is an area that the Centre has recognised as being in need of development and the centre's development plan begins to address this shortcoming.

### **Summary of teaching observed during the inspection in 23 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2	5	9	7	0	0	0

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

21. Teaching is clearly good overall and there is a significant proportion of very good and excellent teaching. The very best teaching takes place in science, where excellent teaching was observed. Very good teaching was seen in English and art. Teaching in mathematics and physical education was good and teaching in information and communication technology and personal, social, health education and citizenship was satisfactory.

## **The curriculum**

### **How well does the curriculum meet pupils' needs?**

The quality of the curriculum at the McKee Centre is good.

### **Main strengths and weaknesses**

- The curriculum is well accredited and carefully adapted to the needs of pupils;
- The curriculum is particularly effective in preparing pupils for re-engagement with education and for employment;
- The Centre makes very good use of alternative practice to provide a good curriculum for 20 pupils for whom there is insufficient space;
- The Centre is too small to accommodate all the pupils needing such special provision or to provide specialist staff and facilities in all subjects;

### **Commentary**

22. The curriculum is good and provides a broad range of opportunities to pupils, which cater for their interests and aptitudes. All pupils have full access to all subjects. Provision complies fully with the policy of the LEA. Pupils in Years 8 and 9 have, within a broad framework, a suitable emphasis on language and literacy, mathematics and ICT, which leads to rapidly improving attainment and facilitates their return to mainstream education. Preparation for further study and employment is a significant strength. The centre provides very well for pupils aged 14 years and over. Courses taught in the centre, such as leisure and tourism, provide preparation for suitable college courses to which pupils have good access. They have good opportunities to visit a local college to experience the range of study it has to offer.
23. Opportunities for work related learning are very good. There are secure risk assessment procedures to cover all situations in which the pupils may be working, and these procedures are carried out rigorously. There is a good system of support from Connexions who ensure that all pupils have interviews and opportunities for work experience. Pupils also learn how to fill in application forms and complete some of life's necessary administration.
24. Activities undertaken as part of The Prince's Trust XL allow pupils to develop business skills. Communication and teamwork are well promoted in this regard. A strength of the curriculum is the high proportion of accredited courses on offer in the centre. Success in these motivates pupils and gives them confidence for further study and prepares them well for employment.
25. There is a very good level of curriculum enrichment, including opportunities for residential experience and challenging outdoor activities. Conventional opportunities for curriculum enrichment outside the school day are satisfactory, but constrained by transport difficulties. The Centre regards this as an area for future development.
26. The Centre's curriculum also addresses the cultural development of pupils as the Key Stage 3 pupils have an enjoyable time in the 'French Café' and learn of the different diet associated with the French. Different customs and traditions are also studied and compared with those of the British. Multicultural awareness is reinforced through the work that pupils undertake in art. They have produced a particularly impressive display of Aboriginal art and emulated the Aboriginal styles and processes in their own class work. In geography studies pupils learn of the cultural issues surrounding the Amazonian rainforests and try to understand the different priorities that have to be considered in these areas of the world and how decisions impact on the rest of the world. Issues of racism and prejudice are studied in depth through the PSHCE lessons. Overall this provision is secure and satisfactory. The Centre knows that it is also an area that can be developed further.

27. A key strength of the curriculum is its flexible programme, which supplies distance learning packs and home support for 21 pupils for whom there is no space in the Centre; this includes three pupils on dual roll who are being educated at local high schools with support from the Centre. A further 13 pupils following full-time, accredited college courses, are also supported. There is good liaison with a range of specialist agencies and the Centre staff provide personal and professional links with parents. Visits of staff to pupils educated at home, however, although satisfactory, are not as extensive as the centre would like because of staffing constraints.
28. The Centre provides well for pupils' personal social and health education which are delivered by taught courses, informal teaching sponsored by the Prince's Trust and by carefully planned informal opportunities for personal development during the day. Planning is on an individual basis for those supported at home, and, as a result, is highly effective.
29. There is a satisfactory match of teachers to the curriculum. Because of the limited number of teachers, areas of staff specialism do not cover all the subjects of the curriculum. Nevertheless, the Centre, through its programme of professional development for all staff, is addressing some of these shortcomings. The match of support staff to the needs of the curriculum is good. They are experienced and well trained for the work they do.
30. The accommodation is unsatisfactory. The Centre makes the very best use it can of the accommodation, but the lack of specialist rooms and storage constrains the breadth of the curriculum in science, design technology and art. There is only very limited space outside the building for outdoor activities and physical education is mainly an off-site activity. Some offices can only be accessed via a classroom and there is no space available for a quiet area when pupils require it. Despite these inadequacies, the Centre is well decorated and maintained, clean, bright, warm and welcoming. The Centre makes good use of leisure facilities, within the community.
31. There are sufficient learning resources overall, with a particular strength in ICT, where the number of laptops available to pupils is good and likely to increase further.

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

The school's arrangements for pupils' care, welfare, health and safety are very good. Pupils receive good support, advice and guidance. There are very good opportunities for pupils to be involved in and to influence the Centre's work.

### **Main strengths and weaknesses**

- Adults in the Centre provide very good pastoral support and guidance for pupils, which enable them to overcome many of their difficulties;
- Pupils are very well cared for;
- Pupils have very positive views of the Centre and their views are valued.

### **Commentary**

32. Induction arrangements to the Centre are very good and contribute well to helping pupils adjust to its routines. The Pupil Support Officer makes home visits, whether a pupil is entering the Centre or accessing the Centre's flexible learning package. These visits help to address any concerns or questions that pupils and their parents may have. The initial visit to the Centre also ensures that, from a very early stage, all parties are made aware of the Centre's very clear behaviour expectations. Pupils also receive good guidance, for instance from Connexions, to enable them to make well-informed choices about their next stage of education' including college placements or work-related learning.
33. All adults know the pupils very well. Pupils in the Centre are assigned a key worker who plays an important role in establishing trusting relationships with pupils and also in their care and

support. This well-targeted care means that adults have a clear understanding of pupils' needs. As a result, really effective support can be provided. Staff use their expertise to mentor pupils and set personal targets to raise expectations and confidence. Pupils value the one-to-one review times they have with the key workers. Through questionnaires and discussions, pupils indicate that they trust adults and that they are treated with respect.

34. Although pupils are only on the Centre's roll for a short time their views are sought regularly. These are considered when senior managers are planning improvement. Suggestions have, wherever possible, been accepted. For example, in response to comments made pupils are now given, where appropriate, more responsibilities.
35. The very clear behaviour modification programme is another key factor that helps to guide pupils. There are very clear expectations and boundaries which pupils know and understand. The consequences of their actions are made clear to pupils and they accept these when they have overstepped these boundaries. Arrangements are implemented consistently by most members of staff and these joint efforts assist pupils to improve their behaviour and attendance. They also contribute very well to pupils' personal development. However, because the space in the Centre is too small and numbers are therefore limited, those pupils who are part of the Centre's flexible learning arrangements cannot access fully the very good pastoral care and support which are provided.
36. There are very well-known and clear arrangements for child protection and for pupils' welfare. Health and safety procedures are good. This ensures that everyone learns in a safe environment. Nevertheless, limitations in the accommodation mean that there is no facility to cater for pupils with specific medical needs, such as a shower room. In addition the Centre is unable to provide a quiet area where pupils who may have very challenging behaviour can have time and space away from other pupils. These limitations can restrict the admission of pupils.
37. There are very good systems to monitor personal development. Systems to track academic progress are less comprehensive. Pupils' achievements and successes are acknowledged and valued. But academic guidance, for example through the use of assessment information, is not yet sufficiently well targeted, in some subjects, to enable pupils to understand what they need to do to improve their own learning.

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

The school has a very good partnership with parents. Links and liaison with schools and colleges are very good. Links with the community are good.

### **Main strengths and weaknesses**

- Parents' views are sought regularly;
- There is very good liaison with colleges;
- The programme enables pupils to succeed, when often in other areas of education they have been less successful;
- Arrangements for the transfer of pupils back to school or to colleges are very good;
- Local business and commerce support the centre's programme of work-related learning well.

### **Commentary**

38. Parents' views of the Centre are very positive. They appreciate the improvements that are brought about in their children's behaviour and the fact that they can approach the staff with concerns that are dealt with very quickly. One parent comments, "With limited time they do a good job!"
39. Very good relationships are established with virtually every parent from a very early stage. The pupil key worker plays a significant role in establishing parental trust in the centre's work.



These relationships are maintained and strengthened during the short time pupils are at the Centre because of the very good communication with parents by the key workers. The Centre ensures that parents receive regular good news about their children as well as information when the day has not gone so well. Dialogue with parents is as good with those pupils on the distance learning programme as it is with those on college placements. Written information is provided on a weekly basis. Parents' views about the work of the Centre and how improvements to its work might be made are regularly sought. A recent concern raised by parents was the lack of homework provided for their children. The Centre was already aware of this issue and is currently addressing the work that pupils do at home.

40. The Centre has established very effective links with several local colleges. Pupils in Year 11 are able to attend either full or part-time placements. Pupils in Year 10 also have the opportunity to experience a good range of taster courses, in preparation for making a choice for their next stage of education. Colleges hold the Centre in high regard and praise the support that both they and pupils receive. They say that pupils are very well prepared for their placements and that communication and support from the Centre are very effective. The overwhelming majority of pupils settle very well and complete their studies to gain nationally accredited qualifications. The majority then either continue with further college courses or gain employment; this is a real success story for these pupils. Pupils' attendance, attitudes to work and progress are closely monitored through the very good communication arrangements that have been established between the Centre and the colleges. As a result, any concerns and issues can quickly be addressed. Very few pupils over the last two years have not completed their courses.
41. Visits made into the local and wider community, linked to the subjects they are studying, enrich the curriculum experiences of pupils and also contribute very well to their social development. Pupils in Year 10 are accommodated on suitable work experience placements because of the good relationships established with local business and commerce. These opportunities make a significant contribution to pupils' knowledge of the world of work and their personal development.
42. It is clear from the visits made to schools that the reintegration and intervention work of the Centre is a highly valued and successful service. Schools refer particularly to the sense of partnership and trust that is strongly promoted and generated by the Centre leader. She not only functions effectively in the Centre but she is welcomed in the schools. For example, in one school she provided successful behaviour management training for the school staff.
43. Very good working relationships have been established and as a result the transition of pupils back to mainstream schools is smooth. Communication is maintained often long after pupils have successfully settled back into school life. Staff expertise is also regularly shared, for instance through the in-service training provided by the Centre for other schools on the management of pupils' behaviour. In addition, staff from other schools have, as part of their own professional development, spent periods of time working in the Centre.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are **good**.

### **Main strengths and weaknesses**

- The headteacher provides excellent clarity of vision for the Centre;
- The headteacher is excellent in inspiring, motivating and influencing the staff and pupils;
- The headteacher and her deputy are very good at creating effective teams within the Centre and also in co-operation with mainstream schools;
- The overall management of the Centre is good;
- Procedures and practices concerning the finances of the school and their administration are very good;

- The Centre has a newly formed management committee, which has yet to develop its full potential;

### Commentary

44. The Centre is very well led by the headteacher who makes sure that all staff and pupils are well motivated. There are clear job descriptions for the staff and high expectations pervade the centre. There are daily debriefing sessions led by the headteacher. When a problem involving a pupil arises, the pupil's key worker immediately contacts the parents and shares with them the strategy to be followed.
45. The headteacher is held in high esteem by the staff and they respond very professionally to her demands. It is for these reasons that the Centre has improved so rapidly in its very short existence. There is now a very positive ethos within the Centre and pupils and staff appear to enjoy being there and working hard.
46. The newly appointed deputy headteacher works very well with the headteacher and together they motivate the staff and organise effective teams to manage all areas of the provision. They have established subject leaders and allocated different management responsibilities to members of staff. This has been successful in creating a whole team approach to education within the Centre.
47. The Centre enjoys the services of a very efficient administration officer who ensures that the Centre's finances are kept in order and that principles of best value are observed. This efficiency is aided by the work of the assistant who works part time.
48. The Centre has recently appointed a management committee that has yet to make an impact. However, the Centre has been well managed and supported by the officers from the local education authority. There has been very close liaison between the headteacher and the education authority. All business is very carefully recorded and monitored. This has produced a very secure base of evidence which includes records of all discussions and direction of both the authority and the headteacher. The Centre is now in a secure position to develop further and has the potential to become a centre of excellence.

### Financial information

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

Income and expenditure (£)		Balances (£)	
Total income	489,708	Balance from previous year	0
Total expenditure	482,278	Balance carried forward to the next	7,130
Expenditure per pupil	9,456		

49. These figures are calculated on pupil numbers of 51 which includes 16 on-site, 20 flexible places and 15 college places. Many are supported in their own homes or in other schools and colleges. As pupils passed through the Centre following different courses the Centre provided education for 117 pupils in the course of the year.

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

### **SUBJECTS AND COURSES IN KEY STAGES 3 and 4**

#### **ENGLISH AND MODERN FOREIGN LANGUAGES**

##### **English**

Provision is **good**.

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

- The subject is well led and managed;
- There is a good, suitable and challenging curriculum;
- Assessment is good, so pupils know what they must do to improve;
- Pupils make a consistently good level of achievement.

##### **Commentary**

50. Pupils' achievement is consistently good in all years because they are taught well. The curriculum is relevant and worthwhile and lessons appeal to pupils' interests. The pupils appreciate the value of what they are being taught and are prepared to concentrate and work hard. They also make good progress because lessons have clear learning objectives and they are given clear, specific instructions on how to achieve them. In a very good lesson on letter writing, for example, pupils' interest was caught when the teacher explained how he obtained a coveted work experience placement by writing a well presented and accurate letter to a potential employer. He read it out as a model, and created renewed interest as he mentioned the famous person he met there. Good, specific instructions on writing a letter of application, accompanied by a framework for writing, helped pupils produce good first drafts. Pupils progressed well in the subsequent redrafting and word-processing of their work helped by a high level of individual instruction both from the teacher and the knowledgeable and well-organised learning support assistants.
51. Pupils have effective, if limited, opportunities to engage in discussion during breakfast club at the start of the day which enables them to make good progress in their speaking and listening skills. There are few opportunities to address an audience outside the classroom, however, and no example of rôle play was seen in lessons. Pupils have good opportunities to read independently at the beginning of every day and make a good level of achievement. During the week of the inspection, younger pupils were observed at this time enjoying a recording of "Northern Lights" by Philip Pullman, and commenting effectively on plot and characterisation.
52. Teaching and learning are consistently good. Lessons are always well planned and classes well managed. Work is interesting and accessible. Teaching assistants are used well to help pupils to understand the work and stay on task. Clear learning objectives help pupils to achieve success. Relationships in the classroom are purposeful and pleasant. Pupils readily engage with the tasks and make good oral contributions in lessons.
53. Joint leadership and management are energetic, well informed and effective. The co-ordinators have successfully adopted aspects of the national strategy for pupils in Years 8 and 9 in order to raise achievement effectively. Assessment is good, teachers know how to target their lessons and pupils know what they must do to improve. The rich and fully accredited curriculum includes attention to media studies.

## **Literacy and language across the curriculum**

54. Provision for the development of pupils' language and literacy across the subjects is good and supported by a whole-centre action plan. Pupils make a good level of achievement, often from a very low base. When pupils enter the Centre, they overcome their difficulties quickly and, as a result of the good teaching, they listen carefully to the teacher or each other and their listening skills improve as they learn to communicate clearly in a range of social situations. There are good, well-planned opportunities for all pupils to interact socially and to discuss current affairs at the start of each day. Pupils are encouraged to answer questions and give opinions in lessons and they do this with increasing competence. Pupils can all read the appropriate materials put before them in lessons. There is a good, well-structured opportunity each day for pupils to read independently. When written work is redrafted, pupils' written work, though often brief, can be substantially correct. All record their work accurately, and some take effective notes. Pupils often make good use of word processing to present their writing in striking and original ways.

## **Modern foreign languages (French)**

55. It is not possible to make an overall judgement concerning the provision as no teaching was observed. Pupils in Years 8 and 9 receive one lesson in French per week which, because of timetable constraints, could not be seen during the inspection. Pupils' achievement is satisfactory in written and spoken French, which enables them to greet others using the correct French constructions, to order food and drink in a café and to describe their house and town.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Lessons are well planned and pupils achieve well;
- Teaching assistants give dedicated support to individual pupils;
- There are good relationships between staff and pupils and behaviour management is good;
- ICT is used to support learning in lessons but there is a shortage of software programs for some topics;
- Assessment procedures are not sufficiently rigorous.

### **Commentary**

56. Pupils join the Centre with standards below the national average. Erratic attendance and behavioural difficulties at their previous schools have resulted in most pupils' lacking confidence in their ability to cope with the subject. From this low base, pupils make good progress and achieve well. Pupils in Years 10 and 11 and distance-learning pupils, study AQA units of work. Pupils are following a GCSE specification to equip them appropriately for reintegration. The chief factors responsible for improvements in their work are better attendance and a change of attitude to their work brought about by the positive ethos of the Centre.
57. The overall quality of teaching and learning is good. During the inspection four lessons were observed. Planning and preparation are thorough. Teachers discuss learning objectives with pupils so lessons have a sharp focus. Teaching assistants are deployed well and are successful in providing focused support to help pupils with their learning and the management of their behaviour.

58. Teachers use ICT well for presentation and explanation of topics. For example, pupils in Years 8 and 9 made good use of the interactive whiteboard to draw shapes and to find the area of a parallelogram and pupils in Year 10 made good use of the whiteboard to simplify algebraic expressions. In the lessons observed, there were some references made to the assessment of pupils' progress in the lessons. The pupils' written work, however, is carefully marked and helpful comments are written to encourage improvement.
59. At the time of the inspection the subject co-ordinator was not available. However, scrutiny of the planning documents and discussions with other senior staff made it clear that, overall, the management of the subject is good and there is a good understanding of what is required to move the subject forward; for example, further training for the member of staff teaching the subject who is not a mathematics specialist. The subject has a secure policy and schemes of work by which teaching is guided.

### **Mathematics across the curriculum**

60. The use of mathematics across the curriculum is good and it is used well in other subjects. In art and design, studies of Egyptian work focus upon geometric shapes, scale and the repetition of patterns. In science topics, pupils use tables, graphs, shapes, volume and surface area to record their findings. Studies of leisure and tourism also involve data interpretation in graphs, charts and budgeting. Even in French the work involves number recognition, simple calculations of bills in cafés as well as measuring distances.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- The teaching is excellent;
- Pupils learn very well and are highly motivated;
- Teacher has excellent subject knowledge;
- The accommodation is unsatisfactory

### **Commentary**

61. Pupils enjoy excellent teaching in science. The teacher has excellent subject knowledge and presents the subject with enthusiasm and passion that inspire the pupils during their lessons. Lessons are very well prepared and the needs of the pupils are carefully considered so that the work is readily understood by them. Lessons begin with a quick recap on the work done during the previous lesson and pupils are keen to show how much they have remembered.
62. The quality of teaching is inspirational and pupils were delighted to learn about the changes of state of materials and the changes in molecular movement as substances changed from solid to liquid and then to gas. The teacher gave an excellent demonstration of the different states using juggling balls.
63. Pupils learn very well because they are so impressed with what they see and hear, especially during one lesson when the pupils were carrying out a practical investigation of temperature change as a liquid turns into a solid. The teacher had set up her own experiment using an electronic thermometer and computer software which together plotted a 'living' graph on the interactive white board of the temperature as the liquid cooled. One pupil was absolutely dumbfounded when he realised that the line was moving and drawing the cooling curve as the temperature changed.

64. Pupils benefit greatly from the teacher's excellent subject knowledge and her spontaneous answers to all the questions that they choose to ask. The teacher skilfully reinforces scientific vocabulary by using key words on display, which helps pupils to develop their literacy skills. No question goes unanswered during the lesson and the teacher also reflects the pupils' questions back to them and develops a discussion from them.
65. The classroom accommodation is, however, unsuitable and unsatisfactory. There is no water supply, no chemical storage and no special area for practical science. Despite these constraints, and with the help of the teaching assistants, the lessons are exciting and interesting. Nevertheless, the subject suffers greatly because of the accommodation which severely limits the depth of study that can be undertaken.
66. The subject is well organised and planned in line with National Curriculum requirements. There are clear schemes of work that are linked to National Curriculum attainment targets but there is no formal subject policy. This is an area of development that has been recognised and is planned for the near future.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

Provision is **good**.

### **Main strengths and weaknesses**

- Pupils have a consistently high level of achievement in all year groups;
- The curriculum is good and helps pupils to learn skills effectively;
- Leadership and management are good, and have led to effective promotion of the subject throughout the curriculum;
- Resources are very good.

### **Community**

67. Only one lesson for Year 8 was seen where the subject was taught in its own right. In Year 10, pupils learn ICT skills as part of provision for their other subjects. Pupils have a consistently high level of achievement in all year groups.
68. The strengths of the taught lesson included good planning, strong support for technical vocabulary and effective use of very good resources. Pupils learned well and showed themselves capable of extended periods of concentration in this lesson.
69. Good management of the subject, including an audit of skills and effective liaison with key staff, has ensured that there is an ICT target for every pupil, which is well monitored. The national strategy for the subject has been incorporated well into provision in the curriculum areas. Resources are very good, and their high quality, particularly the provision of lap top computers, motivates pupils to work hard. Assessment procedures, although satisfactory, require further improvement. The curriculum is accredited, and provides a good basis for pupils' further study. Further developments of accreditation in this subject are underway.

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

70. Provision of ICT across the curriculum is good. Formally assessed tasks are being rapidly introduced into all curriculum subjects. Pupils make good use of computers across a range of subjects to word process their work. They readily access CD-ROMs and the Internet to undertake research, and make PowerPoint presentations in such subjects as geography and technology. Teachers use ICT to illustrate and support learning in all lessons. Good use is made of interactive whiteboards in mental mathematics, for example. In PE, the whiteboard and digital cameras are well used to record and assess performance. In a design technology lesson seen during the inspection very good use was made of the internet as pupils

researched materials to construct an interesting summer display for the garden plot in front of the centre. In science, inventive and appropriate use of software produced a striking visual display which enabled pupils to understand molecular change as varying temperatures affected the state of matter.

71. There has been a recent skills audit to target strengths and weaknesses in pupils' performance. Close monitoring of individual pupils' work enables weaknesses to be effectively tackled. The Centre intends to further develop its programme of staff training to ensure that the present standards are maintained and the subject continues to develop.

## **HUMANITIES**

72. In **geography** it was not possible to make an overall judgement concerning the provision in the absence of the co-ordinator and on the basis of one lesson observed. Discussion with senior staff confirms that appropriate policies are in place and the resources for the subject are good. A good feature of the provision is the use made of out-of-school visits.
73. The one lesson observed was led by a supply teacher and pupils were developing their understanding of the Water Cycle. Appropriate use was made of an ICT program to describe the features of the Water Cycle and this was followed by a basic experiment to demonstrate evaporation and condensation. Teaching assistants provided good support for individual pupils. Overall, the pupils made satisfactory progress as a result of a well-structured and planned lesson.

### **History**

Provision is **satisfactory**.

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

- Resources need further development;
- Assessment needs to be brought into line with the requirements of the National Curriculum.

#### **Commentary**

74. History is taught to pupils in both key stages in alternate terms. Only one lesson was observed. In this lesson pupils were making a satisfactory level of achievement in understanding how the government used propaganda to encourage people to grow their own food during World War Two. They considered why the health of some people improved as a result.
75. Teaching and learning were satisfactory. Planning and learning objectives were clear and the teacher made good use of video clips to concentrate attention. Despite planned use of teaching assistants to keep pupils on task, however, concentration lapsed and the class did not settle well enough to make a real effort. The subject lacks a good textbook. Although some formal assessment takes place regularly, this is an area in need of further development.
76. The headteacher and deputy headteacher provide support to ensure satisfactory leadership and management of the subject.

## **TECHNOLOGY**

77. It is not possible to make an overall judgement on provision as only one **design and technology** lesson was observed. In the one good lesson that was observed the pupils were well motivated by the teacher who presented them with a clear design brief concerning the small piece of garden in the front of the school. They all worked well and followed appropriate design procedures as they considered the constraints of cost, materials suitability etc.

However, the teaching of design and technology is very severely restricted by the accommodation, as there is no specialist room for working with resistant materials, or for food technology or textiles. This is a subject which emphasises the unsatisfactory nature of the accommodation.

## **VISUAL AND PERFORMING ARTS**

### **ART AND DESIGN**

Provision in art and design is **good**.

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

- Teaching is of a high standard, knowledgeable and enthusiastic;
- Pupils enjoy art and are keen to produce work and express themselves;
- Good links are made between art and other subjects;
- Three-dimensional work is limited in scope;
- The accommodation is a severe constraint on what can be achieved in the subject.

#### **Commentary**

78. Scrutiny of the work, a review of the planning and discussions with the co-ordinator confirm that pupils across the school experience a well-planned and delivered programme which is characterised by a high level of skill and knowledge on the part of the co-ordinator. For example, pupils in Years 8 and 9 investigate the processes and beliefs used in aboriginal culture. Good use is made of the Internet for research to develop their ideas and good links are made with other subjects. Pupils in Year 10 and 11 learn about and celebrate African culture through two and three-dimensional work. There are impressive three-dimensional African masks which pupils have constructed using a wide range of materials.
79. Most pupils arrive with a low opinion of their capabilities and have few skills in expressing themselves. As a result of the good relationships and teaching, pupils grow in confidence and achieve well. AQA units of work are studied and their work is assessed.
80. Pupils develop their knowledge of the work of Roy Lichtenstein and increase their understanding of why primary colours are used in his work. Lessons are very well planned and the teacher displays very good skills in his demonstration of Lichtenstein's use of primary colours. These skills are successfully transferred to the pupils. The pupils enjoy the lessons, find the activities exciting and are proud of their achievements.
81. The co-ordinator has good ideas for the development of the subject and, in particular, is examining activities that help to raise the self-esteem of pupils. For example, to organise more group work and the development of print-making skills. He also acknowledges the value of involving visiting artists.
82. The resources for art are satisfactory but the accommodation is unsatisfactory. There are no available sinks in the teaching areas and limited storage space for materials.

### **PHYSICAL EDUCATION**

83. It is not possible to make an overall judgement about the provision for physical education because only one lesson was observed during the inspection. On this occasion pupils in Year 10 were visiting the local sports centre. The focus of the lesson was the development of skills in basketball and to understand the health implications of social behaviour. Before visiting the Sports Centre, the pupils completed an activity which helped them to consider evidence for and against smoking. A good feature of this activity was the development of their understanding of the difference between 'fact' and 'opinion'. At the sports centre, after



appropriate warm-up activities and the development of body skills, pupils had good opportunities to develop their basketball and team skills.

84. The sports centre is an essential resource because of the limitations of the McKee Centre site and, in the one lesson observed, the teaching was well planned and led and the pupils achieved well. The co-ordinator acknowledges that the pupils have limited experience of dance and gymnastics and is exploring the possibility of involving visiting coaches to assist with this aspect.

## **BUSINESS AND OTHER VOCATIONAL COURSES**

### **Leisure and tourism**

85. The subject links effectively with a projected college course. Pupils' achievement is satisfactory as they understand the main events in the development of national tourism. Planning is good and learning objectives are clear. Good resources support learning. A good deal of individual help enables pupils to achieve a measure of success.
86. This accredited course links effectively with a college course likely to lead to employment.

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

### **Personal, social and health education and citizenship (PSHCE)**

Provision is **good**.

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

- The curriculum is well planned to be both taught formally and informally as part of all centre activities;
- There is provision for residential experience and challenging outdoor activities;
- Citizenship lessons do not yet reflect the requirements of the National Curriculum closely enough.

#### **Commentary**

87. Pupils in all years have a good level of achievement in their personal, social, health and citizenship education, which the Centre regards as central to curriculum provision. This good level of achievement is because the subject is taught within many other curriculum areas and benefits greatly from the Prince's Trust XL sessions which were seen to be good. There are also good, well planned informal opportunities for pupils to achieve well in the course of the centre day.
88. The teaching of PSHCE as a subject in its own right is satisfactory. Pupils learn how the media use celebrities as stereotypes to influence women's views on body image and how this could affect their health. The lessons are well planned, with clear learning objectives, but pupils do not readily settle to the work in hand.
89. Drugs awareness and sex education are taught by a variety of visiting specialists. Pupils are also taught the benefits of adopting a healthy lifestyle. There are good opportunities for residential experience and challenging outdoor activities.
90. The leadership and management of the overall provision are undertaken by the headteacher and are very good.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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