

# **INSPECTION REPORT**

## **NORTH AREA PUPIL REFERRAL UNIT**

Letchworth

LEA area: Hertfordshire

Unique reference number: 130344

Headteacher: Mrs J Vernon-Hamilton

Lead inspector: Mr D Smith

Dates of inspection: 22<sup>nd</sup> – 25<sup>th</sup> February 2005

Inspection number: 268697

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Pupils experiencing social, emotional and behavioural difficulties.
School category:	Pupil referral unit
Age range of pupils:	5-16
Gender of pupils:	Mixed
Number on roll:	28
School address:	Briar Patch Lane Letchworth Hertfordshire
Postcode:	SG6 3LY
Telephone number:	01462 487207
Fax number:	01462 481848
Appropriate authority:	Local education authority
Name of chair of governors:	Mr P Chapman
Date of previous inspection:	1 <sup>st</sup> February 1999

## CHARACTERISTICS OF THE SCHOOL

There are currently twenty-eight pupils on roll in this thirty-two place pupil referral unit. Twenty of the pupils are boys and eight pupils are girls. Five pupils are in Years 7 to 9 and the remainder are in Years 10 and 11. Five full-time and eight part-time pupils are on the roll of the centre. Twelve of the dual registered pupils are full-time at the centre and three are part-time. Seven pupils have statements of special educational needs and twenty-one receive additional support for their special educational needs. All of the pupils are experiencing social, emotional and behavioural difficulties. Twenty-seven of the pupils are white British and one pupil is of mixed white and black Caribbean heritage. No pupils are at an early stage of English language acquisition. Two pupils are in public care and seven pupils are eligible for free school meals. The centre provides outreach support to seven secondary schools, two middle schools and fifty-two primary schools. Currently, eighty-seven pupils are provided with support. The centre provides a wide range of support programmes including an outreach re-integration programmes for mainstream pupils to enable them to return to mainstream schools and an outreach transition programme for pupils experiencing social, emotional and behavioural difficulties. Ten hours tuition a week is provided for Youth Programme Students. The hospital and home service use the centre as a base for one-to-one tuition.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17323	Mr D Smith	Lead inspector	Science
			Information and communication technology
			Geography
			Physical education
			English as an additional language
13462	Mrs R Mothersdale	Lay inspector	
16722	Mrs N Buckingham	Team inspector	Mathematics
			Citizenship
			Religious education
23549	Mrs H Eadington	Team inspector	English
			Art and design
			Work-related learning
			Special educational needs

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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>4</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>6</b>
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>8</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>13</b>
<b>WORK-RELATED LEARNING</b>	<b>15</b>
<b>PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES</b>	<b>16</b>
<b>SUBJECTS AND COURSES IN KEY STAGES 3 AND 4</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>23</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is an effective centre and provides good value for money.** Pupils' achievement is good, as a result of good teaching. The governance, leadership and management of the school are good. The leadership of the headteacher and very good teamwork are major aids to pupils' achievement. Unsatisfactory attendance is a barrier to the achievement of some pupils.

The centre's main strengths and weaknesses are:

- The very good leadership of the headteacher and the development of very effective teams.
- The very good provision of outreach support to pupils in mainstream schools.
- The good range of external accredited courses available for pupils in Years 10 and 11.
- The good subject expertise of the teachers in English and science and the very good expertise in the teaching of physical education.
- The provision of a very good range of activities and the development of very good relationships throughout the centre.
- Pupils' unsatisfactory attendance at the centre.
- Pupils are allowed to smoke and this is a weakness in their care.
- The use of information and communication technology (ICT) in other subjects is unsatisfactory.

The centre has made good progress since the last inspection. Teaching, learning and assessment policies are now in place. The centre has made good improvements in the use and impact of effective assessment procedures. The balance of the curriculum is now good and the afternoon sessions are now carefully monitored in relation to their contribution to the curriculum. The centre has employed additional support staff. There have been significant improvements in the centre's accommodation and it is now good, although some of the rooms are still small. The teaching of religious education, which is not a statutory requirement in the centre is, however, now provided within the citizenship curriculum. Limitations in first-aid training for staff have been resolved. The school improvement planning is now well informed and clearly linked to financial planning. Despite the efforts of the centre, pupils' attendance is still unsatisfactory.

### 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.*

**Pupils' achievement is good.** The achievement of pupils in public care and those with special educational needs is also good. Pupils' achievement in English, mathematics and science is good. Pupils achieve well in personal, social and health education and their achievement in physical education is very good. Their achievement is satisfactory in ICT

and work-related learning. There was insufficient evidence to make judgements about standards or achievement in any other subjects.

The provision for pupils' moral, social and cultural development is good and spiritual development is satisfactory, **making spiritual, moral, social and cultural development good, overall.** Pupils' personal qualities including their attitudes and behaviour are good. Their attendance is unsatisfactory, overall, and the achievement of pupils with unsatisfactory attendance is unsatisfactory. Pupils' punctuality is satisfactory.

## **QUALITY OF EDUCATION**

**The quality of education is good. The quality of teaching, learning and assessment is good.** The quality of teaching and learning for pupils in Years 7 to 11 is good. It is good in English, mathematics and science. The quality of teaching and learning is also good in personal, social and health education. The quality of teaching and learning is satisfactory in ICT but the use of ICT in other subjects is unsatisfactory. It is very good in physical education. The use of assessment to guide teacher's planning and the setting of targets for pupils is good. The curriculum provision is good and the opportunities for enrichment of the curriculum are very good. The curriculum meets the range of pupils' abilities and their special educational needs. The staff team are caring but a weakness in the care of the pupils is that pupils are allowed to smoke and this makes pupils' care satisfactory, overall. Pupils receive good support and guidance. The school has good systems in place to consult pupils and take their views into account. Good links have been established with the parents and the community. Very good links have been established with other schools and this is reflected in the very good outreach support provided by the centre for mainstream schools. Links with colleges are under-developed.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are good.** The management committee fulfil their roles and responsibilities well. The leadership of the headteacher is very good and the leadership of other key staff is good. The management committee have a wide range of expertise and provide an effective balance between support and challenge. The management committee have a good range of well-organised committees and ensure that statutory requirements are met. The headteacher has very high aspirations for the work of the centre and is determined to lead continual improvement in the quality of the provision. The leadership and management of the outreach support for mainstream pupils are very good. The school leaders are very good role models for the staff and pupils and teamwork in the centre is very effective. Consequently, the positive ethos in the centre ensures that all of the pupils have equal access to the curriculum and activities. Financial management is very good and firmly based on best value principles.

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

The parents and carers are positive about the centre and, as a result, the centre's partnership with them is good. Parents consider that their children are making progress, like attending the centre and that they are taught well. They also agree that the centre provides a good range of activities and their children are treated fairly. Parents are comfortable about contacting the centre, it is their view that they are kept well-informed and the centre is well led and managed. It is the view of most pupils that they are expected to work hard, they are taught well and the staff are interested in their views. It is the view of some parents and pupils that not enough homework is set by the staff at the centre.

## **IMPROVEMENTS NEEDED**

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

- The strategies to modify the long-term attendance problems of some pupils that are placed at the centre.
- The policies and strategies to stop pupils smoking at the centre.



- The expertise of the staff to use ICT effectively in the teaching of mathematics, science and art and design.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Pupils' achievement is good. The achievement of pupils in Years 7 to 9 is good and also good for pupils in Years 10 and 11. Pupils in public care achieve as well as their peers in the centre.

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

- The good achievement of Year 10 and 11 pupils in their external accreditation.
- The very good achievement of pupils in physical education.
- The underachievement of pupils with unsatisfactory attendance at the centre.

#### **Commentary**

1 Parents generally agree that their child is making good progress and most pupils think that they are expected to work hard. When they first start at the centre many of the pupils have an initial resistance to completing their work. However, the staff effectively motivates most of the pupils and, as a result, they achieve well.

2 Pupils in Years 10 and 11 focus on the requirements of their courses, including GCSEs, and achieve well. The modules of work provide a good structure for the assessment of pupils' gains in their learning and pupils appreciate the opportunities provided to monitor their own achievement. Clear targets are established and these effectively help to direct a shared ambition for pupils' success in their external accreditation. In English, pupils work towards challenging targets and are encouraged to complete their course work. ICT is used effectively to enhance the quantity and quality of their course work in English and they achieve well. High and consistent expectations in mathematics ensure that pupils' gaps in their learning are remedied and they produce a high quality portfolio of work as they prepare for their examinations. In science investigative work is used effectively to boost pupils' achievement and they develop the ability to follow through the process of an experiment and draw accurate conclusions. Their effective use of an increasingly challenging range of scientific terms is a measure of their good achievement. A good range of media is used to stimulate pupils' interest in their art and design GCSE. Also the vocational GCSE course in child development effectively extends pupils opportunities to achieve at a challenging level. A good breadth of additional external accreditation opportunities are provided by the centre, for example, ASDAN and pupils take pride in the presentation of their work for this course. However, the staff are aware that the current ICT course available for pupils in Years 10 and 11 lacks sufficient challenge.

3 Pupils thoroughly enjoy the opportunities that are provided for them in physical education lessons and associated sporting activities. The pupils have made very good progress in their basketball skills and strategies for playing the game. The teacher has very effectively developed pupils' confidence and competence and they are enthusiastic about the prospect of playing against another school team. This level of achievement has been made possible by pupils' attendance at an after school club and this is an example of very good practice in developing a culture where pupils want to attend the centre. Pupils in Years 7 to 9 take notice of the teacher's very good demonstrations and instructions and, as a result, make very good gains in their table tennis skills. Pupils in Years 10 and 11 are

very effectively encouraged to work hard towards their external accreditation in physical education. They work towards a series of targets and, for example, very skilled coaching inspires pupils to achieve their objectives in swimming. Pupils' very good achievement in physical education has a very good impact on boosting pupils' confidence and developing their good attitudes to the centre.

4 The evidence of pupils' previous work and gains in their learning is directly linked to their attendance record. Comments in teachers' mark books also record the limited achievement of pupils with unsatisfactory attendance. Also, pupils with unsatisfactory attendance underachieve in their external accreditation. When pupils with special educational needs attend regularly they achieve well and make good progress. This is due to the effective way in which the centre identifies pupils' needs and regularly reviews their progress. Specific behaviour and learning targets and the effective match of activities and support to individual needs also have a positive impact on pupils' learning.

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

The provision for pupils' moral, social and cultural development is good and spiritual development is satisfactory making these aspects of pupils' personal development good, overall. Pupils' attendance is unsatisfactory, but because many of them make good efforts to get to the centre in reasonable time, their punctuality is satisfactory. Pupils have positive attitudes and behave well, overall.

### **Main strengths and weaknesses**

- Despite consistent efforts by staff and outside services, a significant number of pupils either do not attend at all, or have an unsatisfactory attendance record.
- Very good relationships between pupils and others in the centre and in the outreach service.
- Consistently high expectations of pupil's behaviour develop a clear understanding amongst pupils of the standard of behaviour that the centre expects.
- The day-to-day life of the centre offers pupils a good understanding and knowledge of living in a social community and taking responsibility for their actions.
- Assemblies offer an opportunity for pupils to reflect on choices that are open to them and consider the world outside the boundaries of their own lives.

### **Commentary**

5 The centre works closely with outside agencies to improve pupils' attendance and punctuality. A breakfast is provided for pupils who arrive before the start of tutorial time as the centre recognises the long distances that many pupils have to make to reach the centre and the fact that only a few are provided with local authority transport. Parents and pupils are constantly reminded of the importance of being in the centre on time. However, a significant number of pupils who did not attend school regularly in mainstream, have not attended well at the centre and this has had a major impact on attendance figures. Conversely, a significant number of pupils who had poor attendance records now attend the centre regularly, but the pupils with poor attendance patterns and those awaiting alternative placements outweigh this resulting in unsatisfactory attendance overall.

### **Attendance**

***Attendance in the latest complete reporting year (75.3%)***

Authorised absence	
School data	14.6%
National data	N/A

Unauthorised absence	
School data	10.1%
National data	N/A

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

6 Pupils enjoy the attention that they receive from staff when working in small groups and in one-to-one support for their learning. As a result, very good relationships are built up which in turn give pupils the confidence to access a range of activities and participate in learning that they may have missed in mainstream school. For example, pupils in Years 10 and 11 attempting particular tasks in a swimming lesson, needed a great deal of persuasion to be convinced that they could succeed. However, they were very pleased with themselves when they achieved their targets. In newsletters and in the “Leavers’ Positive Comments Book”, pupils express their pride at taking part in sponsored activities or going on residential visits. They frequently mention the fact that staff have been of great importance to them when taking part in events or activities. As a result, pupils complete courses of learning and are prepared for the next stages in their education.

7 The staff team are very clear about the standards of behaviour, dress code and social manners that they expect from pupils. All staff are consistent in their application of these rules, for example, in not permitting pupils to wear hats and hoods when inside the building. Pupils all change their outside shoes for indoor shoes and follow the domestic rules which only allow a certain number of pupils at one time in the kitchen. As a result, pupils' moral and social values improve well and they are generally mature, polite members of the centre community. This continues outside of the centre, when attending a local leisure centre, pupils were observed to be very polite and courteous to members of the public when they were using community facilities. Parents agree with this and one parent at the meeting prior to inspection said that her son was much calmer at home as a result of attending the centre and respecting the rules he had encountered there.

## 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	27	3	0
Mixed – White and Black Caribbean	1	0	0

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

8 Assemblies encourage pupils to think about the responsibility they have, for the talents that they possess and the choices that are open to them when they decide on a certain course of action. Thinking skills are encouraged in personal, social and health education lessons, as when Year 9 pupils thought through the subliminal impact of advertising on their thoughts. They recognised the personal responsibility they have to take when making a decision on whether to believe everything they are told. In an English lesson, Year 10 and 11 pupils were encouraged to reflect on the changes in attitude to corporal punishment and consider the possible outcomes that such behaviour would have. As a result, pupils' self-esteem is raised and they come to value their own opinions and respect the opinions of others. Planning for the curriculum makes a direct acknowledgment of the need to raise multi-cultural awareness in lessons. The centre further enhances this good provision through visits to art galleries, churches and a cathedral and, for example, recently recognised the celebration for the Chinese New Year. These visits make a good impact on pupils' understanding of the need for racial harmony.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the centre is good. The curriculum provision is good and the opportunities for enrichment of the curriculum are very good. However, the use of ICT in other subjects is unsatisfactory. Pupils receive good support and guidance and care and welfare are satisfactory. Good systems are in place to consult pupils and take their views into account. The centre has good links with the parents and the community. Very good links have been developed with other schools.

## Teaching and learning

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

## **Main strengths and weaknesses**

- The teachers' good command of their subject in many lessons.
- The effective use of assessment to meet the needs of the pupils.
- The staff have high expectations and challenge the pupils to achieve well in most lessons.
- There are weaknesses in the provision of homework.
- Insufficient use of ICT in other subjects.

## Commentary

9 Where the quality of teaching is good or better the lesson planning reflects the teacher's good subject knowledge. In physical education, new skills and strategies for playing table tennis are very effectively demonstrated and explained by the teacher and, as a result, pupils' achieve very well. The teacher provides clear instructions and uses his expertise to extend pupils' learning. The expertise of the English teacher provides pupils with a wealth of opportunities to develop their communication skills in English lessons and in other subjects. In science, the teacher is able to use relevant information from a wide range of subjects to extend pupils' learning. This effectively motivates pupils and they achieve well. Pupils' cooking skills are developed very well. The teacher has very good subject knowledge and skills and provides pupils with a wealth of relevant information about the ingredients they use. The teacher is very well organised, pupils' independence skills are very well developed and, as a result, they achieve very well.

### **Summary of teaching observed during the inspection in 31 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5 (16%)	16 (52%)	10 (32%)	0	0	0

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.*

10 Since the last inspection the centre has placed a significant emphasis on improving the use of assessment. It is now used consistently to inform teachers' planning and the establishment of targets for the pupils and, as a result, they achieve well. Teachers are skilled at ensuring that all pupils, including pupils with special educational needs, are fully involved in discussion and activities. Questioning and tasks are usually well matched to differing abilities and this supports pupils' learning. Regular individual help from teachers and support staff for lower attaining pupils and those with, for instance, particular literacy difficulties, promotes the development of basic skills and, over time, enables them to complete their work in lessons well. The provision for pupils with special educational needs is very well organised. Pupils' needs are identified through baseline assessment procedures and information is disseminated to all staff and is regularly updated. Behaviour and learning targets are identified through discussion between staff and pupils, and individual programmes of work are well recorded and monitored. Differentiated questioning and tasks and regular support from teachers and support staff enable pupils with the full range of abilities to take a full part in all activities. This promotes their confidence and self esteem very well. The very good use of self and peer assessment in physical education lessons helps to promote pupils' very good achievement.

11 High expectations for pupils' work and behaviour are made clear in most lessons. The high quality displays in the centre celebrate and recognise pupils' good achievement and this helps to raise their self-esteem. The mathematics lessons have a clear structure and the pupils are aware of their learning objectives and, as a result, they achieve well. The pupils know that they are required to complete their tasks and this is thoroughly marked to provide pupils with constructive feedback and advice on how to improve their work. In science lessons, teaching and learning are good and pupils are effectively challenged to use an increasingly complex range of scientific terms. The principles of the National Literacy Strategy are an integral part of the English lessons and, consequently, pupils quickly settle to their work. The topics taught in personal, social and health education are made relevant to the pupils and this helps to develop the very good relationships in the centre.

12 Parents agree that teaching is good and that their children are expected to work hard. However, it is the opinion of some parents that not enough homework is set. Most pupils are clear that they are taught well and that their work is constructively assessed but the majority feel that there is insufficient homework. Pupils are able to take work home but the centre's approach to homework is satisfactory rather than the good approach that is evident in most of their practice. Consequently, due the inconsistent provision of homework, opportunities are lost to further improve the pupils' good achievement in their external accreditation.



13 ICT is used effectively in English and personal, social and health education lessons to enhance pupils' learning. However, the centre is aware that there is the need to provide some additional training to boost the staff's knowledge and confidence in the use of ICT. This weakness limits the consolidation of the use of ICT in subjects such as, mathematics, science and art and design and pupils have too few opportunities to use and extend their ICT skills. Consequently, pupils' achievement in ICT is satisfactory rather than the good achievement that is generally evident in their other work.

### **The curriculum**

The centre provides a broad and relevant curriculum for pupils. It is a good curriculum that is enriched by a wide range of additional activities and pupils are offered a good range of accredited courses. The accommodation is good, as are the resources which support pupils' learning well.

### **Main strengths and weaknesses**

- Provision for the development of pupils' personal, social and health education is good.
- Limited access to college courses.
- All pupils have equal access to a very effectively enriched curriculum

### **Commentary**

14 The centre is successful in providing pupils with a curriculum that is relevant to their needs and complies with the local education authority's curriculum policy. Sufficient emphasis is given to the development of the key skills of literacy and numeracy, enabling pupils to access other areas of the curriculum. Most pupils leave with a good number of externally accredited awards including GCSE Foundation and Entry Level and ASDAN Bronze/Silver. Examinations are taken in English, mathematics, science, ICT, physical education and art and design. Also the provision of a vocational GCSE in child development is a good initiative and provides an effective level of challenge for pupils. They have a choice of activities one afternoon each week and these include cooking, child development, sport or video making which further widen the curriculum experiences that they are offered. Whilst there is little access to Further Education courses, pupils have opportunities for work experience and good support and guidance from Connexions personnel. Pupils have had experience of catering, gardening, car mechanics, hairdressing and an army taster course.

15 The focus on developing pupils' personal, social and health education is good. Pupils know what is expected of them in terms of personal responsibilities, for example, pupils are expected to clear away after breakfast and lunchtime and they change shoes every day so that the centre remains clean. This helps the pupils to understand that each has responsibilities as well as rights. Pupils are helped to make choices and to understand the consequences. Good attention is given to health education and the dangers associated with the misuse of drugs, although pupils are resistant to advice on the harmful effect of smoking on their health. External agencies, such as health professionals, make a good contribution to pupils' personal development.

16 The centre ensures that pupils have access to a wide range of activities that provide very good enrichment of the curriculum. The good accommodation, for example, the spacious science room helps to promote pupils good achievement. Also the good

resources, for example, in mathematics are used effectively to motivate pupils. Very good use is made of community sporting facilities and outside agencies, such as a graffiti artist, mosaic artist and a storyteller, all of these enhance pupils' experiences well. Pupils have very good opportunities for residential visits, theatre and art gallery visits. They also take part in sponsored activities with half of the proceeds going to a charity of the pupils' choice and half given to the centre council to improve their facilities. This gives pupils good opportunities to make decisions and to be responsible for their actions. Lunchtime and after schools clubs also give pupils scope to improve their social skills by taking turns and playing in teams. Members of staff at the centre ensure that all pupils have access to all the activities so that, for example, girls can play basketball and pool.

## **Care, guidance and support**

Provision for ensuring pupils' care, welfare, health and safety is satisfactory. Support, advice and guidance for pupils are good. Good procedures are in place to listen to pupils and involve them in the work of the centre.

### **Main strengths and weaknesses**

- Induction procedures are very well arranged and help pupils to settle in quickly.
- Levels of personal support are good and based on regular assessment procedures and daily notes by teachers.
- An emphasis on healthy food for pupils provides them with good quality meals during the day.
- Centre council meetings give a good forum for pupils' views to be heard and are shared amongst the whole pupil population.
- Procedures for child protection and health and safety meet local guidelines, but there are areas where more training and rigorous risk assessments would improve levels of care.
- The opportunities pupils have to smoke during the school day are detrimental to pupils' care, health and safety.

### **Commentary**

17 Arrangements to introduce new pupils into the routine and life of the centre run very smoothly and are a very good indication of the calm and secure ethos that surrounds and supports all of those who attend. A contract drawn up between the centre and the new pupil and their parents, sets out the level of commitment expected of all sides, and as a result, pupils know the expectations of the centre. They are also made aware of what help and support will be there for them and that they can trust the adults who work with them. All members of staff contribute to the daily notes and records made of each pupil and as a result, pupils receive good support based on a detailed assessment of their achievement and personal development. Daily action plans allow pupils to set and review their progress, and tutorials, allow pupils time to bring any personal issues to the attention of their tutor. Opportunities for careers guidance are currently affected by a review in the careers service and this had had an impact on reducing the provision for Year 8 and 9 pupils. The good progress of pupils with special educational needs is well promoted by the centre's effective procedures for identifying individual needs, setting clear targets and regularly reviewing pupils' progress.

18 Catering arrangements in the centre are particularly noteworthy and very well regarded by pupils and staff. The kitchen is quite literally the heart of the centre and makes a very good contribution to the level of care experienced by pupils, as well as encouraging good healthy eating habits.

19 Membership of the centre council is accessible to all pupils in the centre. As a result they all have the opportunity to influence the "ground rules" as one pupil said, of the working and development of their school. Although the transient nature and limited numbers of pupils in the centre does not allow for representatives to be elected, and thus learn about their democratic responsibilities of voting, they are very positive about the impact that they have on the life of the centre, and the swift response that staff make to their viewpoints.

20 The centre meets all of its statutory responsibilities for child protection and health and safety, but because of new staff appointments, not all staff have had up to date training in the use of physical intervention. Although there is a designated person for child protection, staff share responsibilities for referral for child protection issues and have established procedures for noting any concerns, for example, by making sure that each pupil is greeted as they come through the door of the centre. Risk assessments for the school building have highlighted concerns over the state of the all weather court and lighting in the road leading to the centre and they are planning to remedy these issues. No outside visits are made without a strict assessment of risks, but there are still areas to be addressed over the risks incurred in curriculum areas, for example, the use of a camping stove in a classroom.

21 Many of the pupils attending the centre smoke. The centre allows them to bring cigarettes and lighters into the centre and to smoke in a designated area on the playing field. Efforts are made, with the school nurse, by informative display around the school and in personal, social and health education lessons, to address smoking issues but these have limited impact on the pupils.

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

Good links are established with parents and the community. Very good links are in place with other schools but links with colleges are under-developed.

### **Main strengths and weaknesses**

- Very good outreach support for pupils in mainstream schools.
- A wide range of information and procedures to involve parents in the work of the centre are provided.
- Community facilities are used well to develop opportunities for pupils outside of school life.
- Limited opportunities for pupils to access college courses.

### **Commentary**

22 Arrangements for the provision of outreach to other schools are very clearly defined by the centre. Schools value outreach and do not wish to jeopardise the provision by the casual referral of pupils who will not benefit from the centres specialised work. As a result, the schedules and strategies devised and carried out by outreach staff in mainstream schools are judged to be very effective. Many of the schools visited in the course of the inspection stressed that they would find it difficult to function effectively without outreach supporting their pupils who were either at risk of exclusion or in need of specialised emotional and behavioural support. Additionally, schools value the skills which outreach staff teach them to make better provision for their pupils and are reassured by the access they have to their advice, even it is only by way of a telephone call for a suggested course of action. Every school spoken to wanted to see an extension of the service to them. All judged outreach staff to be flexible, reliable and professional, and that the management of the service is very good.

23 Regular and timely information for parents is crucial to the partnership that the centre has built up with parents. The centre is very open with parents at their first meeting about the regular contact they will keep with them, by telephone, letter, note and reports to make sure that they are kept up to date. Parents are informed through interim and termly

reports on what their children need to do to meet their targets and how they can be helped to do this, for example, by attending the centre regularly. Newsletters give additional information about the range of activities pupils have been engaged in and are given added interest by the contributions of the pupils themselves. As a result, parents feel well informed on their children's progress and like the fact that they are consulted regularly to make sure that the centre is meeting their children's needs. Parents of pupils with special educational needs are kept well informed about their children's targets and progress. The majority of parents attend review meetings and their comments are welcomed and incorporated into review information. Parents are happy with the information they receive about their children and this has a positive impact on pupils' personal development.

24 Local community facilities at a leisure centre are used regularly to supplement the physical education curriculum for pupils, and a number of pupils continue to use the facilities in their own time, making this a good contribution to pupil's life out of school. Areas of interest in the community that will benefit and enrich pupil's learning are identified by the centre and visited on occasions such as activity week or when a visit is judged to have an effective impact on the curriculum, such as by going to an art gallery. Outside support agencies and professional bodies in the community offer the centre a wide range of expertise. As a result the centre feels comfortable calling on their support when it is needed. For example, in looking for opportunities, with the help of the careers service, to access college courses and places for pupils in Year 10 and 11, so that their choices in formal and vocational education are extended when they leave the centre. Pupils' opportunities to study relevant courses and sample college life are limited.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the centre are good. The leadership of the headteacher is very good and the leadership of other key staff is good. The contribution of the management committee is good and management of the centre is good. The centre provides good value for money. Aids to learning are effectively managed but the barrier to learning created by pupils' unsatisfactory attendance continues to have an impact on their achievement.

### **Main strengths and weaknesses**

- The headteacher is very determined to lead continual improvement in the centre.
- The management committee effectively support and challenge the centre leaders.
- The leadership and management of the outreach support for mainstream schools are very good.
- The senior members of staff are very good role models for other staff and pupils.

### **Commentary**

25 The headteacher has very high aspirations for the centre and a determination to provide a high quality learning environment for staff and pupils. Her leadership is a major aid to pupils' achievement. Since the last inspection her clear sense of purpose and enthusiasm has been a major factor in sustaining continual improvement. This is demonstrated, for example, in the improvements in the use of assessment to inform teacher's planning and good developments in the suitability of the accommodation. The shared vision and sense of purpose to move the centre forward has been moulded into an effective centre improvement plan. This is a working document that is regularly reviewed and makes a significant impact on developments in the centre. The plan reflects the

continual professional development of the staff and is firmly based on a good performance management system. Other key staff make a valuable contribution to the leadership of the school and manage their subjects well and, as a result, pupils achieve well. Parents agree that the centre is well led and managed and most pupils think that the centre is well run.

26 The management committee have a good range of expertise and make an effective contribution to continual improvement in the centre. The headteacher ensures that the management committee is kept very well informed and, therefore, they fully understand the strengths and areas for development in the centre. They provide an effective balance between support and challenge for the senior staff. The chair of the management committee makes a particularly valuable contribution to the quality of the provision and positive ethos of the centre. He is a regular visitor to the centre and therefore knows the staff well and the pupils are very respectful towards him. The management committee have established a good range of committees, with clear roles and responsibilities and this is a good reflection of their commitment to the leadership of the centre. They ensure that statutory requirements are met including the effective promotion of racial equality in the school. The administrative staff are very efficient and, as a result, financial management is very good and firmly based on best value principles.

## Financial information

### *Financial information for the year April 2003 to March 2004*

Income and expenditure (£)		Balances (£)	
Total income	£465,612	Balance from previous year	£71,802
Total expenditure	£500,612	Balance carried forward to the next	£36,802
Expenditure per pupil	£13,823		

27 The centre's expenditure includes £113,563, which was the centre's cost for providing the outreach support to mainstream schools in 2003-2004. The outreach support for pupils has a major impact on maintaining pupils in mainstream schools. Outreach is a very positive aspect of the centre's provision and helps to promote the high profile of the centre in local schools. The senior members of staff are, for example, very confident in the management of pupils' behaviour and their lead effectively promotes teamwork as a central aspect of the centre's good ethos. New members of staff are effectively inducted and quickly make a valuable contribution to the quality. The involvement of the staff team on residential trips is appreciated by the pupils and these visits make a significant contribution to pupils' social development and positive attitudes to the centre.

## WORK-RELATED LEARNING

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

### Main strengths and weaknesses

- Pupils benefit from work experience placements in the local community.
- Pupils receive very good support from Connexions.
- Pupils are not able to benefit from 'taster' courses at the local college.
- Work-related learning is not systematically promoted in all areas of the curriculum.

### Commentary

28 The provision for work-related learning is managed satisfactorily and, as a result, the majority of pupils receive sound preparation for their move to work or college. The centre's provision has recently been enhanced with the introduction of vocational courses on travel and tourism and child development. However, despite the centre's best efforts, it has not been possible for pupils to join the 'taster' courses run by the local college. This restricts the range of vocational opportunities that can be offered and the centre is seeking ways in which to extend these further.

29 The work-related curriculum includes ASDAN modules such as the 'World of Work'. This provides a clear structure to pupils' vocational studies and also gives them the opportunity to have their work accredited externally. Work experience placements are organised for all Year 11 pupils and have recently included car mechanics, catering, retail trade, gardening, hairdressing and time in a nursery. Pupils derive pleasure and increased confidence from their time at work, and providers frequently make positive comments about the pupils' performance. However, the centre has found it increasingly difficult to find suitable placements and has arranged that in future these will be organised by the local authority careers service.

30 Pupils receive high quality support from Connexions staff who meet with them regularly and provide ongoing advice and guidance. This effectively promotes pupils' self-confidence and helps them to develop the necessary skills for the transition from the centre to work or college. The centre is aware of the need to systematically develop links between all subject areas and pupils' preparation for life after school.



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

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

#### **ENGLISH**

Provision in English is **good**

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

- The effective development of pupils' speaking and listening skills.
- Pupils have good opportunities to read a wide range of literature.
- Good opportunities are provided for pupils to develop their writing skills.
- The good use of ICT.
- The good provision of external accreditation for pupils in Years 10 and 11.

#### **Commentary**

31 A strength of the provision in English is the opportunities provided for pupils to improve their skills in speaking and listening. Teachers engage them in discussion about topics that capture their interest, focus their attention and motivate them to contribute their opinions. This leads them to having to justify their points of view, listen to the arguments of others and respect the fact that different opinions are held and are valid. Consequently most pupils grow in maturity and are better prepared personally to interact with a wide range of people in a responsible and thoughtful way.

32 Pupils are introduced to a wide range of texts including Shakespearean plays such as 'Macbeth' and 'Much Ado About Nothing', 19<sup>th</sup> and 20<sup>th</sup> century poetry and novels such as 'Of Mice and Men'. By the end of Year 9 they use a range of cueing systems to work out familiar words and many read fluently and expressively. They discuss texts, predict possible outcomes and comment on characters and events. Pupils benefit from the many opportunities they are given to read aloud and most are willing to do so, even when their skills are limited. This promotes their confidence and fluency well. As a result, pupils achieve well in reading.

33 Pupils produce a wide variety of writing and achieve well, particularly when they attend the centre for an extended period of time. By the end of Year 9 many write in a range of styles and are learning to use their imagination when putting their ideas onto paper. Although most are initially reluctant to write, the use of writing frames and mind maps for planning their work enables them to develop their ideas and draft and refine their writing. Pupils understand a range of grammatical features including homonyms and synonyms, and learn how to make their writing more interesting by making careful choices of vocabulary. Most pupils in Years 10 and 11 are motivated by the course work they are set and are keen to do well. Although many have had their learning disrupted they usually settle down, work hard and persevere with their assignments. As a result, their achievements in GCSE, entry level, are a commendable reflection of their efforts. Pupils make good use of ICT and this effectively boosts the quantity and quality of their work. They use word processing to draft and redraft their work and also undertake detailed research to extend their knowledge of particular topics.

34 Pupils including those in public care and with special educational needs, achieve well, because teaching is consistently good. This is because teachers plan lessons carefully and use a variety of work and resources to interest and encourage pupils. The principles of the National Literacy Strategies have been effectively incorporated into planning so that, for instance, lessons start with a short, briskly paced activity that usually settles pupils to their work. Teachers know what pupils are capable of and consequently questions and tasks are well matched to their needs. Teachers know pupils well and understand how their behaviour affects their learning. As a result teachers set out from the start to give pupils confidence and a belief in their own abilities so that, over time, they overcome some of their resistance to learning and begin to achieve well.

35 The good provision, identified in the previous report, has been well maintained. There are good systems for tracking the achievement of pupils so that staff understand their needs and set work that is appropriate. Assessment procedures for pupils in Years 7 to 9 are being further reviewed to take account of the many short term placements in this age group. Pupils who have particular difficulties in literacy benefit from regular well-structured support on a one-to-one basis and this makes a significant contribution to their achievement. The recently appointed co-ordinator is knowledgeable and enthusiastic and has identified priorities for development.

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

36 Literacy skills are promoted well across all areas of the curriculum. Many opportunities are provided for discussion, and for pupils to practise reading and writing. An appropriate emphasis is placed on the correct use of subject vocabulary, particularly in areas where teachers have good subject expertise such as science and physical education.

## **MATHEMATICS**

Provision in mathematics is **good**

### **Main strengths and weaknesses**

- The curriculum is well organised and the introduction of “real life mathematics” has a positive effect on pupils’ learning.
- The staff has high expectations for pupils’ achievement and personal development.
- The use of ICT in mathematics is underdeveloped.
- The good provision of external accreditation for pupils in Years 10 and 11.
- Assessment procedures are good and resulting information used well to plan ahead.

### **Commentary**

37 The curriculum is well organised and pupils are aware of what they have to do and the time they have to complete modules of work. The introduction of “real life” mathematics is a good development and helps pupils see the relevance of mathematics in everyday situations. This has broadened their view of the subject and demonstrates how well the co-ordinator uses her knowledge of the pupils to improve curriculum provision. The use of ICT is not embedded in the mathematics curriculum and, as a result, pupils have too few opportunities to use ICT to extend their learning.

38 Pupils work on individual programmes but lessons always start with a class exercise that encourages thinking skills, is reinforcement for some but new learning for others and is a good way of encouraging pupils to support each other. Lessons are well planned and the way work is recorded ensures that pupils fully understand what they are expected to learn. Lessons move at a good pace and the very good relationships between teacher and pupils means that the high expectations are taken on board and most pupils will work to the best of their ability. Work is marked with the pupil and the teacher discusses ways to improve, comments on presentation and questions effectively to ascertain how well pupils understand their work. The teacher manages pupils very well with a firm but friendly manner and an insistence on a certain amount of work and pupils generally respond well. Because of these strategies teaching is consistently good and pupils achieve well. Their work files show that the work learned in Years 8 and 9 is successfully built on in Years 10 and 11 in readiness for their external accreditation. The

good quantity of work is well presented highlighting the high expectations of the teacher. The pupils in Years 7 to 9 make good gains in their learning about two dimensional shapes, symmetry, money problems and currencies, digital and analogue time as well as basic number calculations. Pupils in Years 10 and 11 gain a good understanding of probability, equivalent fractions, reflection and percentages and achieve well.

39 Assessment procedures are very clear and the resulting information is used well to plan lessons and to give pupils a clear understanding of what they need to do. Pupils are assessed on entry to the centre and this pinpoints any gaps in their mathematical knowledge and identifies an appropriate starting level. Individual targets are set and these are monitored and evaluated regularly. Records are kept of the modules completed and combined with assessment information give the teacher a broad and accurate picture of each pupil's ability and progress. In addition the good use of questions and the individual support provided during lessons means that all pupils are fully included in lessons and the teacher has a very good understanding of pupils' strengths and areas for development.

### **Mathematics across the curriculum**

40 Pupils are encouraged to use their mathematical skills across other subjects of the curriculum at every opportunity. The development of a Real Life Mathematics policy is ensuring that teachers think and record instances when mathematics is used in their subjects, for example, considering the cost of a having a baby is calculated in child development lessons. Pupils are also taught about managing money in a citizenship module and the cost of clearing land mines in personal, social and health education. When cooking they use litres and grammes with confidence and in table tennis they have the confidence and ability to keep scores.

## **SCIENCE**

Provision in science is **good**

### **Main strengths and weaknesses**

- Good practical and investigative opportunities are provided for pupils.
- The good subject expertise of the co-ordinator.
- The good provision of external accreditation for pupils in Years 10 and 11.
- The effective focus on the use of scientific terms.
- There is insufficient use of ICT to promote pupils' learning.

### **Commentary**

41 The improvement in the quality of the provision since the last inspection is good. The quality of teaching and learning are good and, as a result, pupils achieve well. Also the science accommodation is now good and this helps to promote pupils' good achievement. Practical activities are stimulating and all pupils have access to these opportunities. They have good attitudes to science and are eager to take a full and active part in experiments. In a lesson for pupils in Years 7 to 9 a good range of materials was used to produce static electricity. Pupils made predictions, recorded their findings and drew conclusions from their enquiry. They are increasingly confident in stating whether what happened was as expected and achieved well. The teacher used his good subject expertise to motivate pupils and they were fascinated by the impact of static electricity on flowing water from a

tap. They deduced the reasons for the reaction and used terms such as “attract” and “repel” accurately.

42 Most pupils in Years 10 and 11 are effectively challenged and achieve well in their external accreditation. The completion of their course work is challenging and the teacher effectively overcomes pupils’ resistance to writing. Pupils with unsatisfactory attendance make too few gains in their learning and underachieve. Pupils are keen to find out what the practical activities are for the lessons and their positive attitudes help to promote their good achievement. The teacher is fully aware of health and safety requirements and the pupils follow his instructions well. Pupils are effectively encouraged to develop into enquiring young scientists and a frequent question that they ask is, “what happens if?” They are provided with the opportunity to investigate their ideas, for example, “what happens if water is added to dehydrated copper sulphate?” Pupils are challenged to use increasingly complex scientific terms such as “anhydrous” and use them in the right context. Pupils are also confident in the use of a wide range of terms linked to types of reaction such as “combustion” and “decomposition.” The higher attaining pupils can draw conclusions consistent with the evidence following an investigation and explain them scientifically. This is good achievement. They have been effectively taught to recognise and use a good range of chemical symbols.

43 The subject co-ordinator leads and manages the subject well and teaches science to all of the groups in the centre. He ensures that the requirements of the National Curriculum are met and he effectively introduces other subjects into the science topics. Pupils make good gains in their use of mathematics and are also taught how composition in music can help to explain the scientific process of building materials. The availability of ICT resources for the teaching of science is limited and the teacher has gaps in his expertise. Consequently, there is too little use of ICT in science and opportunities are lost, for example, for pupils to use and extend their ICT skills to record and illustrate their data.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- A good range of practical opportunities is provided for pupils to extend their ICT skills.
- The available external accreditation does not sufficiently challenge the higher attaining pupils.
- The use of ICT in other subjects is unsatisfactory, overall.

### **Commentary**

44 The quality of teaching and learning is satisfactory, overall. In a lesson Year 10 and 11 pupils used good skills to research the Internet to find information about basketball, as part of their ASDAN module and presented their work well. Pupils were effectively taught and enjoyed the practical experience of using digital cameras. They made good gains in their ability to download, retrieve and print their images. Pupils have the confidence to use a range of programmes independently yet ask for assistance when necessary. Adequate planning and the good use of an electronic whiteboard motivated pupils in Years 7 to 9, to make satisfactory gains in their ability to use spreadsheets. The end of the lesson was rushed, however, and the opportunity to evaluate pupils' learning during the lesson was lost.

45 Pupils arrive at the centre with differing levels of experience and knowledge in the use of ICT. The externally accredited units provided by the centre are appropriate for many of the pupils. This course provides good opportunities for the ongoing assessment of pupils' learning and this ensures that the work for many of the pupils is challenging. However, the higher attaining pupils have the confidence and skills to achieve well, in, for example, a GCSE course. The centre is aware of the need to introduce a GCSE course in this subject. They are planning to use their very good links with mainstream schools to rectify this shortcoming and ensure that the higher attaining pupils have the opportunity to achieve the standards of which they are capable.

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

46 There is good use of ICT to draft, redraft and present work in English. Information from the Internet is used in pupils' GCSE work and a programme is used to effectively promote pupils' basic literacy skills. However there is limited use of ICT in science and mathematics and opportunities are lost, for example, to use ICT to present the data from experiments in science. The art and design co-ordinator recognises the need to develop

her expertise and extend pupils' use of ICT in her subject, for example, to further develop the opportunities provided for pupils to research the work of other artists.

## **HUMANITIES**

47 **Religious education** was not taught during the inspection and it is therefore not possible to make a firm overall judgement on provision and achievement in the subject. A scrutiny of documents shows that pupils are given relevant insights into Christianity and other major faiths. Religious education is taught as part of the citizenship programme and cross referenced with personal, social and health education which gives pupils a broad understanding of how religions and different beliefs are part of our diverse society in which tolerance and respect for others are important concepts. Displays around the centre shows that important religious festivals such as the significance of Lent, Shrove Tuesday and the Chinese New Year had been studied and assemblies make a valuable contribution to pupils' religious education.

48 Only two **geography** lessons were observed during the inspection and it is therefore not possible to make a firm overall judgement on provision and achievement in the subject. However, a discussion with the subject co-ordinator, scrutiny of pupils' work and classroom displays show that the geography curriculum covers an interesting range of topics. Pupils in Years 7 to 9 have a particular focus on the local area and educational visits are used to consolidate their learning. A travel and tourism course has been introduced recently for pupils in Years 10 and 11. In the two lessons seen teaching and learning were satisfactory. Pupils in Years 7 to 9 gained an increased understanding of the use of water play in our every day life. Whilst pupils in Years 10 and 11 make choices about the equipment that they would carry on a camping holiday. Insufficient attention was given to the risk involved when using a camping stove in the classroom.

## **VISUAL AND PERFORMING ARTS**

49 Only one **art and design** lesson was observed during the inspection and it is therefore not possible to make a firm overall judgement on provision and achievement in the subject. However, scrutiny of the subject documentation and pupils' work and discussion with the co-ordinator indicate that pupils investigate a suitable range of media and techniques. These include watercolours, acrylics, pastels, glass painting, still life drawing and Modroc modelling. However, pupils have insufficient opportunities to use ICT to research their work or extend their creativity. In the lesson seen pupils were making progress on individual portraiture projects. Accreditation at GCSE is available to those who show interest and perseverance in the subject. The provision has recently been enhanced by a visit from a graffiti artist and pupils will shortly benefit from a forthcoming trip to the Tate Gallery. The co-ordinator is not an art and design specialist and the centre is aware of the need to support her in developing greater expertise in the subject.

## **PHYSICAL EDUCATION**

Provision in physical education is **very good**

### **Main strengths and weaknesses**

- The very good subject expertise of the teacher.
- The very good use of community facilities.

## Commentary

50 The quality of teaching and learning are very good and, as a result, pupils are encouraged and challenged to do their best. The leadership and management of the subject by the co-ordinator are very good and, in particular, he has a very clear vision for the development of the subject. Consequently, there has been very good improvement in the quality of the provision since the last inspection. The teacher's detailed planning provides a clear structure to the lessons and pupils therefore fully understand his very high expectations for their achievement and behaviour. Pupils in Years 7 to 9 responded very well to the skilled demonstrations of the teacher and, as a result, made very good progress in their table tennis skills and achieved very well. All of the available time was fully used and the very good relationships provided pupils with the confidence to learn from their mistakes. Very good self-assessment opportunities are provided for the pupils and they assessed each other's table tennis skills very constructively. Pupils in Years 10 and 11 quickly cleared an area to play table tennis and the very best use was made of limited space. Teaching very effectively encouraged pupils to focus on the requirements of their examination course and they showed determination to do well. Pupils demonstrated a very good understanding of the need to warm up before exercise and could name the major muscle groups. Excellent use was made of a digital video to record pupils' performance and, as a result, they were able to evaluate and significantly improve their stance and techniques for playing table tennis.



51 The indoor space for the teaching of physical education is limited and the surface of the outdoor play area is unsafe. However, the centre makes very good use of community facilities and this contributes to pupils' very good achievement and good personal development. Pupils in Years 10 and 11 were very effectively encouraged to make very good gains in their water skills. All of the pupils met their target for the lesson and showed very good attitudes as they progressed towards achieving their external accreditation. In the local leisure centre Year 10 and 11 pupil's work well alongside the public using weights and exercise equipment. Pupils are taught a wide range of modules including canoeing and rock climbing and talk enthusiastically about their experiences. Activity week is a popular event with the pupils when they are introduced to stimulating activities such as dry slope skiing. Residential visits are an established aspect of the centre's provision and these trips make a very valuable contribution to pupils' personal development.

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

52 **Citizenship** was sampled and therefore no judgement is made about provision or achievement in the subject. In the lessons seen pupils were active participants in discussing global warming and health related issues. The centre has a clear policy and scheme of work for citizenship that shows good cross-curricular links with personal, social and health education. Topics including personal development, healthy and safe lifestyle, relationships and diversity and active citizenship are very relevant to pupils and encourage them to consider alternatives and what they can do for themselves and others. A positive feature of lessons is teacher's very good relationships with pupils including effective use of questions to encourage pupils to really think and reflect on their personal views and the choices they make. The good pace of the lessons seen and a good range of activities maintain the interest of those pupils who sometimes find it difficult to concentrate and keep on task throughout the lesson. Pupils in Year 9 showed a good knowledge of different types of drugs and could distinguish between medicinal and social drugs. Pupils in Years 10 and 11 discussed the problems of global warming and about what we can do to help, such as walking instead of using cars, and recycling materials. They showed some understanding of their responsibilities and the good range of resources to support teaching maintained their interest. In addition the teacher valued all their comments and used them to extend pupils' learning.

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

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

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

- The centre places a strong emphasis on promoting pupils' personal and social development
- The quality of teaching and support is good with some very good features and as a result pupils achieve well.
- The subject is well integrated in activities and lessons within the school day.

### **Commentary**

53 Overall pupils achieve well as a result of the good teaching. The centre is committed to developing pupils' personal and social skills and therefore places a high value on promoting these skills across the curriculum in many situations. For example, at lunchtimes everybody eats together and at breakfast pupils are encouraged to organise

their own food as well as helping to clear up. The cooking option gives pupils very good practice in hygiene skills, preparing meals and washing up. They are also encouraged to respect the fabric of the centre by changing footwear in inclement weather. All adults are very good at taking time to talk with pupils and listening to their concerns and pupils respond positively. The provision for sex and relationships education is effective and this helps pupils to develop a mature approach to each other. The centre manages a well structured and supervised day in which every opportunity is used to promote pupils' personal and social skills.

54 Lessons are well planned and whilst there are times when pupils throw in "red-herring" remarks, teachers are skilled at refocusing the discussion and moving on. ICT is used effectively to support pupils' learning, for example, it provides pupils with the opportunity to find further information and research their work by the use of the Internet. The topics taught in personal, social and health education lessons are relevant, interesting and effectively matched to pupils' ages and level of understanding, for example, in lessons about self-awareness and how much their thinking is influenced by advertisements. Pupils in Years 10 and 11 demonstrate their knowledge of drugs and their understanding of legal and decriminalised drugs, the influence of friends and go on to analyse a beer advert and what elements affect their decision to buy or not. Members of staff encourage pupils to discuss topics and ask questions enabling them to express their views confidently. This is because of the strong relationships between adults and pupils that are positive and mainly respectful.

55 The curriculum overall has a positive impact on pupils behaviour and attitudes mainly because of the strong role models of the staff and the positive ethos within the centre as a whole. The school council is seen as an important part of developing pupils' personal and social skills and they all take their turn sitting on the council, discussing ideas and giving their suggestions to staff. Time is also allocated to discussing individual action plans on a weekly basis and comments refer to both academic and behaviour targets. Part of this lesson is earmarked for the ongoing development of listening skills that the centre sees as a crucial element in pupils' learning.

## 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	3
How the school's effectiveness has changed since its last inspection	3
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	5
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	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	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).*