

INSPECTION REPORT

THE YOUNG PARENTS' UNIT

Scunthorpe

LEA area: North Lincolnshire

Unique reference number: 117706

Headteacher: Mrs. Coleen Langton

Lead inspector: Mark Evans

Dates of inspection: 16th – 18th May 2005

Inspection number: 274637

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

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INFORMATION ABOUT THE UNIT

Type of school:	Education for pregnant and post-natal girls, and their partners
School category:	Pupil Referral Unit
Age range of pupils:	14-19
Gender of pupils:	Mixed
Number on roll:	9

School address:	Community Centre Henderson Avenue Scunthorpe
Postcode:	DN15 7RW

Telephone number:	01724 278 668
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Appropriate authority:	North Lincolnshire LEA
Name of responsible officer:	Mrs. Daryl Summers

Date of previous inspection:	November 1999
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CHARACTERISTICS OF THE UNIT

The Young Parents Unit (YPU) is situated on the site of a primary school, but is completely separate. It provides education for pupils between the ages of 14 and 19. Girls who attend the unit are either pregnant or post-natal. The unit provides crèche facilities which are subject to separate OfSTED inspection. It was recently inspected and was judged to be 'good'.

There are (as of 4th May 2005) a total of 9 girls on the register of the unit. The 2 Key Stage 4 girls remain on the roll of their mainstream schools and the unit works in tandem with them. In practice, this is often difficult, as schools sometimes find it problematical to produce up-to-date assessment information.

The YPU is part of the Healthy Schools Programme.

Attainment on entry is average. Pupils do not usually have special educational or medical needs (none were on roll during the inspection), but need a specific environment because of their pregnancy or young mother status. At the time of the inspection, there were no pupils from ethnic minority groups, no refugees, asylum seekers or travellers. There were no pupils for whom English was not their first language. There were no pupils with statements of special educational needs.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20999	Mark Evans	Lead inspector	Mathematics; Science; Information and Communication Technology
32708	Helena Renfrew Knight	Lay inspector	
17546	Chris Wonfor	Team inspector	English; Personal, Social and Health Education; Special Educational Needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very good unit. It provides a high standard of education and care: without the Young Parents' Unit, for many of the pupils, access to education would severely curtailed or completely impossible.

Pupils achieve very well in their work and they make very good progress in their personal development. Teaching and learning are very good. The quality of relationships between staff and pupils is exemplary. The leadership provided by the head of service and the Local Education Authority (LEA) is very good. Parents and pupils value the work of the unit very highly. Because of the quality of education provided and the overall cost to the authority, the unit provides very good value for money.

The unit's main strengths and weaknesses are:

- strong leadership and management of the head of service and LEA;
- pupils' attitudes to learning, which are excellent;
- innovative approach to the curriculum and the breadth of opportunity provided;
- exemplary teamwork and very good teaching;
- funding issues around post-16 pupils which mean that finances are stretched;
- no appropriate outdoor area for pupils or their children;
- admission procedure is not sufficiently rigorous, for example, pupils' are accepted without assessment reports from schools;
- unresolved questions about what its future staffing will be, makes overall planning more difficult;

The unit has made very good progress since the last inspection, when it was a new institution in a unitary authority. Many strengths from the previous inspection have been built on. All the issues identified have been addressed.

STANDARDS ACHIEVED

Pupils' achievement at the end of:	In relation to individual targets in:	
	Subjects of the curriculum	personal and social education
Year 11	Very good	Very good
Year 13	Very good	Very good

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

Overall, achievement is very good. Pupils start at the unit with a wide range of educational attainment, but all make very good progress. Most do better in their GCSEs than they were expected to do. All pupils gain worthwhile results in externally accredited examinations, including GCSEs. Overall, pupils make very good progress in achieving their individual targets.

Pupils' personal development while at the unit, including their spiritual, moral, social and cultural development, is very good. Pupils' attendance and punctuality improve as they become more committed to the unit, and many have a much better record at the YPU than they had at school. They gain very significantly in confidence and self-esteem.

QUALITY OF EDUCATION

The quality of education provided by the unit is very good. The unit is very successful in providing meaningful education for pupils who would otherwise find access difficult or impossible. **Teaching and learning are very good**, and the recording and use of assessment is good. Teaching is consistently high quality across the curriculum provided. The curriculum is very good, built on an innovative use of local community and other resources. There is a weakness in the accommodation, in that neither pupils nor their children have access to a suitable outdoor area. The unit receives very positive support of pupils and parents. Very good links with parents and excellent levels of care, together with very good support and guidance, help pupils to overcome the barriers that have faced them in the past.

LEADERSHIP AND MANAGEMENT

Leadership and management of the unit are very good. The leadership provided by the head and by other staff is excellent. Management is very good. It is thoughtful, reflective, supportive and aims for high achievement. Staff work very hard to make sure that all pupils are included and that their past history and present circumstances do not prevent them from learning. Governance by the local education authority (LEA) is very good. There is a genuine feeling that the unit fits into the vision provided by the LEA and that it is valued by the authority. The admission procedure is not sufficiently well considered or applied to ensure the best start for pupils.

PARENTS' AND PUPILS' VIEWS OF THE UNIT

Parents are very positive about the unit and feel it makes a difference. They value the support and guidance given to pupils and the fact that the staff know individual pupils and their needs well. Pupils are very appreciative of what the unit offers, particularly the individualised support.

IMPROVEMENTS NEEDED

The most important things the unit and the LEA should do to improve are:

- Resolve post 16 funding issue with Learning Skill Centre
- Improve outdoor area
- Tighten up the admission procedure
- Resolve permanent staffing issue
- Improvement the quality of reporting

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' standards of attainment are average for pupils' ages. However, most pupils make very good progress and achievement is very good overall.

Main strengths and weaknesses

- The progress pupils make is very good, helped by the positive climate that exists in the unit;
- In Years 10-13, pupils achieve very well;
- This is thanks to the high quality of teaching and the imaginative curriculum.

Commentary

1. Pupils do very well at the Young Parents Unit. Often arriving at the unit with a history of interrupted schooling, a placement here makes a significant difference. Achievement is very good, even though levels of attainment vary a great deal. Because there are so few pupils, it is not statistically valid to make generalised comparisons with national data, but more than half the pupils do better in their examinations than they are expected to do at the outset. When their starting point and circumstances are taken into account, they make very good progress during their time in the unit. The supportive, positive climate generated by the staff is at the heart of what is achieved. Pupils are constantly encouraged and staff work tirelessly to improve pupils' confidence.

2. Pupils' achievement is very good in English, mathematics, science, ICT and PSHE. This is due to the quality of teaching and to the positive atmosphere of the unit. These characteristics are employed with an individual touch, to create success.

3. For example, in English, each pupil has a clear learning programme that is specifically based on their own needs and past experiences. The pupils thoroughly enjoy their work and are encouraged, supported and praised constantly by the staff. GCSE coursework is meticulously matched to what pupils have previously covered at their mainstream schools before attending the unit, for instance, poetry anthologies are individually selected from the English syllabus. In ICT, when pupils work on word processing and presentation, many learn so quickly that they move on to the next module before they are even eligible to sit the examination.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to work and to each other are exemplary. Their attendance is good. Behaviour is excellent, and personal development, including their spiritual, moral, social and cultural development is very good.

Main strengths and weaknesses

- The pupils' attitude to being at the unit is outstanding and they demonstrate this through their behaviour in lessons and around the building.
- The quality of the pupils' spiritual, moral, social and cultural development has improved very significantly since the last inspection.

Commentary

4. Attendance is good, and there is often clear evidence of significant improvement during the pupils' time in the unit. This is in part due to the atmosphere of the unit, but also to the effective procedures for monitoring and improving attendance.

5. The unit provides a safe, happy and secure environment where each member of the community is consistently respected and valued: their confidence grows. Staff have a very clear understanding of individual pupils' personal histories and circumstances and are fully committed to supporting them. Because of this, all pupils make very good progress in their personal development. They gain in self-confidence and self-esteem. All take their work seriously, persevere and apply themselves with real enthusiasm. This is greatly helping them prepare to move into their next stage in life, with a greatly improved chance of success.

6. Pupils' behaviour is exemplary: indeed, it is simply not an issue, as the unit has the feel of a college filled with motivated and positively minded students. Exclusions are neither used and nor necessary. Rewards and sanctions (as such) are informal and often of a negotiated nature. The whole system of behaviour management is set at a mature level and very well understood by the pupils.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	23	School data	13
National data	N/A	National data	N/A

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

There have been no exclusions in the last school year.

QUALITY OF EDUCATION PROVIDED BY THE UNIT

The quality of education provided by the unit is very good. The unit is very successful in providing meaningful education for pupils who would otherwise find access difficult or impossible. Teaching and learning are very good, and the recording and use of assessment is good. Teaching is consistently high quality across the curriculum provided. The curriculum is very good, built on an innovative use of local community and other resources. There is a weakness in the accommodation, in that neither pupils nor their children have access to a suitable outdoor area. The unit receives very positive support of pupils and parents. Very good links with parents and excellent levels of care, together with very good support and guidance, help pupils to overcome the barriers that have faced them in the past.

Teaching and learning

Teaching is very good: consequently, learning is very good. The quality of assessment of pupils' work is very high.

Main strengths and weaknesses

- Teaching is at least good and mainly very good.
- Excellent relationships and good subject knowledge are central to this success.
- Good assessment is used by teachers to help pupils improve their work further.

Commentary

Summary of teaching observed during the inspection in 7 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	4 (57%)	3 (43%)	0 (0%)	0 (0%)	0 (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.

7. Teaching and learning are very good. Teachers have a good grasp of the very wide range of subjects they teach and they work hard to find ways of making work interesting and clear. Past work and the way that the pupils perform in public examinations demonstrate that very good teaching is usual at the unit. The staff, including support staff, go to great efforts to ensure that the work is accessible but challenging. All are excellent at encouraging their pupils, building their confidence and self-esteem. Teachers value all contributions, and recognise and praise pupils' achievements. Because teachers know their pupils well, very thorough planning takes account of what individuals need to learn next. Lessons are well structured, which further supports success.

8. In the best teaching, expectations are very high: indeed, pupils sometimes surprise themselves with what they know and achieve. Teaching is equally good across all subjects, but has particular resonance when covering topics close to the pupils' personal interests, in particular childcare and the development of babies. Use of this by the teachers, for example charting the comparative height and weight of babies, is particularly successful.

9. Assessment procedures are good. Staff are well aware of what pupils know, understand and can do, though sometimes information is difficult to get at the start of a pupil's period at the unit. Recording and tracking of academic progress is good overall, although it varies between subjects and sometimes there is too much reliance on informal procedures. Learning targets are generally well focussed, and tie in well with the planning of lessons.

The curriculum

The curriculum is **very good**. Enrichment is also very good: accommodation and resources are good.

Main strengths and weaknesses

- The breadth of curricular opportunities for both pre and post 16 pupils is excellent;
- Teachers' planning is extremely detailed, meeting the individual needs of all pupils;
- This highly effective innovative approach, offers pupils the opportunity to learn with enthusiasm, and a new belief in their own ability;
- There are no safe outdoor facilities for the pupils or their children.

Commentary

10. The school makes very good use of a wide range of externally accredited courses to meet pupils' individual learning needs. Very close and effective links with mainstream schools support teachers' planning and helps accurate moderation. The loan of appropriate learning resources when required also helps teachers plan work that is challenging and highly motivating. Carefully planned art and physical education activities also allow the pupils and their children to work and learn together.

11. There has been a significant improvement in the curriculum since the previous inspection. It not only meets the needs of its pupils but also extends their learning as new mothers responsible for their own children. Health care, child development and healthy eating are all part of a highly effective curriculum. Many pupils arrive at the unit with very low self-confidence and self-esteem. Some have a history of interrupted education and often arrive at the unit with incomplete GCSE

coursework. With examinations looming, the teaching, support staff and pupils themselves quickly evaluate what priorities need to be addressed and a detailed learning programme is implemented.

12. The curriculum overall is very innovative and draws extensively on the expertise of staff from the unit, other mainstream schools and the Local Education Authority's advisory staff. Planned work is stimulating, exciting and topical. Past examination papers are used to help pupils become familiar with the demands of examinations. Other subjects are planned and taught in an effective cross-curricular way that maintains pupils' interests. For example, GCSE English is linked to healthy eating, food technology and parenting skills. Some pupils study poetry from different cultures, while other poems like "Hurricane hits England" links history and geography work. Each subject skilfully draws on the use and development of key skills, including literacy, numeracy and ICT, to enhance pupils' learning.

13. The quality of planning, monitoring and evaluation of the curriculum is highly effective. The entire curriculum is planned with individual pupils in mind. This allows teachers to meet their needs as quickly as possible, especially as many pupils arrive at the unit with very little information on their prior learning from the referring secondary schools. To ensure pupils achieve as much as possible as quickly as possible the timetable is often modified but closely monitored to ensure an appropriate balance is maintained. This helps pupils to learn in an organised and systematic way. Teachers support each other's developments and are responsible for its ongoing development. Some procedures are still too informal although both teachers understand the need to formalise some monitoring procedures more rigorously.

14. The accommodation is bright and very appropriate to meeting pupils' needs and that of their children. There is one central teaching area plus a post-16 suite and another small area with ICT and Internet access. Very good use is made of other local facilities for learning such as Study United for ICT. Pupils, and indeed that of their children work is highly valued and displayed in an attractive and colourful manner. Unfortunately there are no safe outdoor facilities for the pupils or their children to play. This severely restricts the opportunities for new mothers to take their babies and toddlers outside to play together.

15. There are unresolved questions about what future staffing will be. This makes overall planning more difficult.

Care, guidance and support

Provision for pupils' care, welfare and safety is very good. The unit's provision of support, advice and guidance based on monitoring is excellent. The involvement of pupils through seeking, valuing and acting on their views is very good.

Main strengths and weaknesses

- Excellent relationships between pupils and staff;
- The involvement of pupils through the Young Person's Unit Forum;
- The childcare support provided by the crèche allows pupils to focus on learning.

Commentary

16. The unit takes very good care of its pupils who comment on its "relaxed but helpful environment". The excellent relationships between staff and pupils result in enthusiasm for learning. "Teachers make learning fun". Pupils are closely monitored and given support in order to catch up with their coursework.

17. Weekly meetings of the Young Persons' Unit Forum provide pupils with the opportunity to raise and discuss issues with staff on a formal basis. On an informal basis, pupils can raise issues with the staff at the unit and also with the nursery nurses in the crèche. The pupils' are given the

opportunity to identify the issues that most interest them for the timetabled parenting skills slot and the school identifies the specialists who can come in to address these.

18. The childcare support provided by the crèche has allowed pupils to come back to school after the birth of their children and to focus on their learning. In response to the Ofsted questionnaire, one pupil commented of the unit “It is a wonderful place to learn and so is the crèche.” The development of parenting skills is encouraged through practical help and discussion. The unit works hard to ensure that full use is made of the childcare experience that the pupils have gained and is developing qualifications around this.

19. Provisions for first aid, health and safety risk assessments and fire safety are in place. The school has a clear child protection policy in place and the service manager is the designated child protection officer. All staff have had child protection training.

Partnership with parents, other schools and the community

- Links with parents and other schools and colleges have improved since the last inspection and are very good;
- Reports to parents are not as well focussed on attainment as they should be;
- Links with other schools and colleges have also improved since the last inspection and are good;
- The unit’s links with the community are good.

Main strengths and weaknesses

- Very supportive attitudes of parents towards the unit;
- Creativity of the unit in identifying and accessing specialist support from local schools and LEA advisors;
- Relationship developed with nearby infant school to support child development course and for work experience placements;
- The unit’s well-developed network of specialist advisors on a wide range of issues e.g. housing, careers, legal rights;
- Work with two local artists towards achieving an Artsmark award.

Commentary

20. The responses to the Ofsted questionnaire sent to parents before the inspection were overwhelmingly positive. The unit works hard to maintain good relationships with parents, sending out letters wherever necessary and being as responsive and supportive as possible. Only a few pupil progress reports to parents as the computer on which they had been stored had been stolen. These were not as well focussed on attainment as they should be.

21. The service manager has been very creative and built up a network of support from local schools and LEA advisors to supplement the teaching skills available in the unit. For example, pupils are taught ICT by a specialist at Scunthorpe United.

22. The unit has developed a good relationship with the nearby infant school. The nursery nurses share best practice and pupils undertake work experience placements there. As part of the child development course, pupils study designated children there and meet their parents.

23. In addition to curricular support, the unit has also built up a network of specialist advisors on a wide range of day-to-day issues such as housing, legal rights and careers. These advisors visit the schools and provide support as required to the pupils.

24. Two local artists are working with pupils from the unit towards an Artsmark. Their work will be displayed in a community exhibition. The service manager commented on the very different experience that this offers pupils for example, through visits to a local museum to see tribal masks and the serene reflection and concentration that the art requires from them.

LEADERSHIP AND MANAGEMENT

25. Leadership and management are very good. The local education authority and the management committee have a deep understanding of the unit and are strong supporters of the service it provides. The leadership provided by the headteacher and other key staff is excellent: the unit is very well managed.

Main strengths and weaknesses

- Oversight of the unit through effective monitoring and evaluation by the LEA and the management committee is very much improved.
- The leadership is absolutely committed to ensuring that all pupils have the best opportunities to succeed.
- The head of service provides passionate and creative support for her pupils and staff: she has been instrumental in creating a positive, confidence-building culture in which the pupils thrive.
- Unit development planning is too short term.

Commentary

26. There has been very good improvement since the last inspection when the management of the unit, particularly by the Local Education Authority (LEA), was considered to be unsatisfactory. Many statutory duties were not being fulfilled. Since then, a management panel has been created, involving a good range of LEA personnel agencies, as well as the head of service. Its usefulness to the unit is hindered by the lack of a secondary headteacher.

27. The panel has overseen a significant range of improvements, and the LEA designated officer provides excellent support. The LEA monitors the unit appropriately: together, the LEA and the panel have a good idea of the strengths of the unit, the areas for development and what needs to happen next. Their vision for the service it provides is very clear, and shared by the head of service. The LEA provides very strong curriculum support, which often benefits the pupils' learning directly, as well as over the long term. The LEA's attainment data analysis is good and coupled with the unit's self evaluation, provides effective management information on which the panel can base its decisions.

28. One area which the management panel has so far been unable to resolve is the funding anomalies around provision of education for post 16 pupils. It is important that this is pursued, as funds that could be available may be being missed.

29. All the staff at the unit work hard to ensure the pupils' needs are met and that the education they have is relevant to their needs. This is accomplished through flexible individualised timetabling, which covers all aspects of a pupil's needs, at the time in question. Although there are currently no pupils with special educational needs or who speak English as an additional language,

suitable plans are in place to for provision, as and when necessary. The leadership at all levels and the staff in the unit have a very strong commitment to providing for pupils, whatever their needs.

30. Management of the unit is very good. Administrative support is efficient but unassuming, providing very good support for the teaching staff and management. Day-to-day financial matters are handled carefully and effectively. Procedures are lucid and staff are clear about their roles and responsibilities.

31. The unit improvement plan is a wide ranging and inclusive document, but currently only covers one year and contains no costings. These characteristics limit its usefulness.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	£135,370	Balance from previous year	0
Total expenditure	£120,859	Balance carried forward to the next	£14,511
Expenditure per pupil	£4,896		

PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES

SUBJECTS AND COURSES IN KEY STAGES 3 and 4

ENGLISH

Provision for English and literacy is **very good**.

Main strengths and weaknesses

- Lessons are very well planned and structured with clear learning objectives for each pupil
- Teaching is very good enabling pupils to learn with confidence
- Management of the subject is highly effective
- Literacy across the curriculum is a significant strength of the unit.

Commentary

32. Pupils are achieving very well in comparison to their previous learning. Pupils achieve successfully in GCSE examinations, while others complete basic skills literacy and key skills communication. Each pupil has a clear learning programme that is specifically based on their own individual needs and past experience. There is no doubt pupils thoroughly enjoy their English work which is taught to them by knowledgeable and enthusiastic teachers and support staff. Pupils are encouraged, supported and praised constantly by staff who want them to succeed as much as the pupils do themselves. GCSE coursework is meticulously matched to what pupils have previously covered at their mainstream schools before attending the unit. For example, poetry anthologies are individually selected from the English syllabus. Pupils clearly have an understanding of different types of poetry and are able to compare and contrast different styles, for example, the solitude of a Caribbean island to that of a bustling city centre. Pupils' study different Shakespearian plays such as Macbeth and texts like Of Mice and Men identifying key characters and their personalities.

33. Teaching is very good and highly effective. Lessons are carefully structured, planned and taught at a brisk pace. This reinforces the very high expectations the unit has for all its pupils to achieve successfully. Pupils are consistently reminded what they need to do to score maximum marks on their examination papers and searching questions are constantly asked by teachers to remind pupils. Clear learning objectives are shared with pupils at the start of lessons and these are referred to and reinforced throughout. Teachers and support staff have established excellent relationships with their pupils. This gives pupils the self-belief and confidence to complete course work and revise for exams with increased self-esteem. English is taught using an agreed GCSE syllabus with the pupils' previous school. Many schools also offer support to the unit. This helps teachers from the unit moderate pupils' work in line with mainstream expectations and ensures assessments are accurate. Teachers at the unit are also extremely well supported by the LEAs advisory staff. Learning resources are also made available to the unit when necessary.

34. The management of English is very good. The co-ordinator uses up to date information and data very effectively, which often results in pupils exceeding their predicted GCSE grades. A very clear understanding of pupils' strengths and particularly those areas of the syllabus that pupils have missed enables the co-ordinator to fully prepare pupils for their exams with confidence.

Language and literacy across the curriculum

35. The use of language and literacy across the curriculum is a particular strength of the unit. There is a thorough system in place to evaluate pupils' literacy skills and experience on entry to the unit. This is used as the basis for individual learning programmes including literacy support where appropriate. This system supports all pupils learning across different subjects. Writing, reading and presentation skills all feature highly in pupils' other work especially their projects for design and technology, food technology, textiles, geography, physical education and health and social care. Pupils produce detailed written reports for different purposes that are of a high standard. There is a clear focus on developing pupils' reading skills throughout the unit and not just in lessons. All staff provide many opportunities for pupils to read out loud which they do with increasing confidence. The unit has made very good progress developing pupils' literacy skills since the last inspection.

MATHEMATICS

Provision for mathematics is **very good**.

Main strengths and weaknesses

- Confident, precise explanations and careful answering of questions asked, help pupils to make good progress: all become more confident in their mathematical abilities.
- Much effort goes into the creation of teaching aids that support the pupils' learning, resulting in neat, robust and helpful resources.
- More frequent use of practical materials would further improve mathematics teaching.

Commentary

36. Pupils' standards are in line with what is expected nationally, but their achievement is very good. This is because, in general, pupils start at the unit with average attainment, but make very good progress.

37. Teaching is well planned with clear learning outcomes identified for individual pupils. The teacher has very good understanding of each pupil's strengths and weaknesses, as well as a good understanding of the subject. Assessment is used well, both to plan work and to gauge how well ideas have been learnt. There is an appropriately strong emphasis on supporting pupils' numeracy skills. Pupils handle data confidently, interpret bar charts and have a good understanding of angles. Vocabulary such as 'acute', 'obtuse' and 'opposing angles' are known. In fact the greatest progress pupils make is not specific to a particular aspect of mathematics, but is in their overall confidence in the subject.

38. The teaching of mathematics is very good. Relationships are very strong, which helps overcome the negative feelings that some pupils have built up to the subject. Very good subject knowledge gives teaching a fluency that adds to the feeling of confidence on the part of the pupils. Pupils learn well and enjoy their new fluency.

Mathematics across the curriculum

39. The development of numeracy across the curriculum is not planned systematically, although pupils do use mathematical skills effectively in other subjects such as science, physical education and food technology.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils develop a positive attitude to science thanks to enthusiastic and energetic teaching.
- Teaching and learning are very good.
- Assessment is good.
- Lack of specialist facilities at the unit limit achievement in some aspects of the subject.

Commentary

40. Pupils come to the unit with a wide range of attainment in science. Given pupils' starting points, achievement is very good. Pupils' work and teachers' records show that most pupils have made noticeably good progress over their time in the unit, and in many cases have made very good progress. They often develop positive, even enthusiastic attitudes to the subject. Pupils are attentive during the teacher's explanations and they respond positively to questions and raise some of their own. Pupils have a particular interest in those aspects of science that are closely related to their own pregnancies or babies.

41. Teaching is very well planned and prepared: lessons are energetically and enthusiastically taught. Learning is fun. There is a sound focus on practical investigations, which interests and motivates pupils to take part in the lessons, but facilities are limited. This limits overall achievement. There is a good emphasis on using appropriate scientific terminology and pupils use it well. They are taught to use scientific knowledge and understanding to make predictions, then to draw conclusions. Teaching has an appropriate level of challenge and takes account of the national curriculum and the national strategy.

42. Leadership and management of science are very good and improvement since the last inspection has been good. Assessment is thorough, pupils are clear about their targets and they know what they have to do to improve their work and their understanding. In both planning and teaching, very good attention is given to meeting individual pupils' needs and to ensuring that each pupil makes best possible progress.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **very good**.

Main strengths and weaknesses

- Teaching and learning in the unit and offsite, are very good;
- Creative curriculum programming using offsite facilities mean that pupils have greater access to a far higher standard of equipment than would normally be expected.

Commentary

43. Pupils attain levels that in general, in line with national levels. Achievement is very good. Pupils who attend the nearby Study United facility achieve well in the accredited units they cover, such word processing and presentation. Many learn so quickly they move on to the next modules before they are even eligible to sit the examination. The pupils who have completed units of work show that they are well able to meet the standard required. Some pupils take GCSE and their course work indicates achievement of a very good standard. For example, use of Publisher to create an advertising poster for a fictional gymnasium shows a very good understanding of the use of drafting and redrafting designs.

44. No teaching was seen at the unit, but examination of coursework shows that the provision is much advanced compared that at last inspection. Since then, ICT facilities have improved at the unit, especially with the availability now of broadband connection and a good standard of resources: the use of the offsite facility is excellent.

Information and communication technology across the curriculum

45. ICT is used well to help and stimulate pupils' work in all other subjects. Pupils routinely research areas of interest and relevance, and are very confident recording their work on computer.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and citizenship is **very good**.

Main strengths and weaknesses

- Very good teaching is reflected in very good learning and very good achievement
- The comprehensive programme of work is highly relevant to pupils' needs and is very sensitively taught
- Very good use is made of visiting professionals to enrich pupils' learning
- The subject is very well led and managed.

Commentary

46. Nearly all the work that pupils undertake whilst at the unit has a very clear focus on providing high quality PSHE and citizenship for the pupils. Teaching is consistently of a high standard and clearly focuses on helping young women to become effective mothers and members of society. Whatever subject is taught teachers skilfully ensure that it is relevant to pupils' changing roles as new mothers and what skills they need to care for their babies. For example, in an English lesson cooking styles in the 1940s were compared to today and the importance of healthy food for both mother and child was stressed. All teachers and visiting professionals have very good subject knowledge and deliver a wide range of information right across the curriculum. Excellent links with health professionals provide an added dimension to pupils' learning with the involvement of health visitors, midwives and the Youth Service. Care and attention is given to parenting skills, sex and relationships education and helping pupils' manage their child's behaviour. All pupils highly value the advice and guidance of the visiting professionals and achieve very well.

47. The co-ordinator works hard to ensure a comprehensive and consistent approach to the subject. Great emphasis is placed on helping all pupils become self-confident young mothers who are capable of achieving externally accredited courses whilst becoming the best mothers they can. Pupils achieve a very good understanding of issues and are showing considerable maturity and respect for each other during lessons. The unit has achieved the Healthy Schools award having successfully achieved the second round of Healthy Schools Targets. All staff at the unit, including the crèche, have excellent relationships with all pupils and take great pride in working with them paying particular attention to their current needs and future aspirations. Many pupils have a very clear idea what they want to achieve and what career they would like to follow.

OTHER AREAS OF THE CURRICULUM

48. Work was sampled in other subjects, wherever it was available. There was insufficient evidence to make a judgement on standards and achievement or on the quality of provision overall.

49. In **art**, pupils show a good understanding of different techniques and how these can be applied, for example under-painting and rubbing back to create tonal variation in their aquarium and sand paintings. Pupils have also studied Oceanic art involving decorative paintings of *ethnic heads* and abstract pastels using a limited colour palette. The use of visiting artists has offered the unit additional expertise. The study of different artists and art from different cultures has provided very good multi-cultural awareness for the pupils, which is a significant improvement on the previous inspection.

50. In **design, food technology** and **textiles** pupils have produced detailed projects that clearly show their understanding of the complete design, making and evaluation process. One pupil in textiles has produced an excellent design a playmat for her child. The design brief considered a wide range of different materials, textures, colours and cost implications. A final design was agreed and a brightly coloured, interactive playmat was made. Other projects have considered the design of a new food option for a major airline. The cost, ethnicity of the airline, the class of travel and hygiene implications has all been considered. Pupils use their ICT skills extensively importing graphics and photographs to supplement their projects. Literacy and numeracy skills are also effectively used, for example cost comparisons are shown using a variety of different graphs including star charts. A very good practical food technology lesson observed pupils making a variety of different desserts, for their GCSE practical, including decorative topping such as hand made chocolate leaves.

51. In **physical education**, pupils have the opportunity to swim and enjoy yoga by themselves and with their children. Some pupils have written very high quality research projects for their GCSE coursework. For example, one project involved analysing the performance of a player in netball. The study showed that pupils had a very clear understanding of how to analyse different skill components within the game and suggest skill practices and fitness regimes to improve overall performance. After a six week period a match analysis highlighted improvements to skill level, fitness and how effective the player had become in a game situation. Other studies have shown how pupils have studied the effects of exercise on pulse rate.

52. In **history**, pupils are well supported by teachers and assistants. They learn about timelines and about the World Wars. In **geography**, teachers provide pupils with a suitable range of tasks which enable them to gain good geographical skills and help them achieve well. Pupils understand and can demonstrate how they interpret data from a comparison of two areas drawing conclusions from their research. They understand how data from the 1991 census including car ownership, employment and tenure impacts on the quality of housing, environment and standard of living in the two different areas.

53. In **Health, Social Care and Early Year's Provision** pupils have studied the different roles of professionals that support them, for example, a senior nursery nurse and a midwife. Their studies show that pupils have a very good understanding of how these professionals are trained, funded and how the service operates. Pupils have designed questionnaires to evaluate these roles and produced a flow chart to show each person's responsibilities. Pupils have also studied Maslow's pyramid of need, peak flow readings for adults and children and body mass indicators as part of the health and well-being module.

54. The pupils benefit from regularly taught sessions with **Connexions**. Specialised staff work with all pupils offering support and guidance on a number of issues including access to courses at the local FE college. Close liaison between connexions, the youth service and the unit ensure pupils' current and future needs are properly met. For example, accessing college courses and work placed learning, housing issues and the paying utility bills.

55. Occasionally some pupils follow a short course in **religious education**. However, no work was available during the inspection as it had been sent back to the link schools. Pupils do follow topics on ethics, multicultural issues, marriage and families, life and death and religion in the media.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>School grade</i>
The overall effectiveness of the school	2
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	2
Cost effectiveness / value for money provided by the school	2
Overall standards achieved	4
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	1
Behaviour, including the extent of exclusions	1
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
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	3
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2