



# Forward Centre

## Inspection Report

**Unique Reference Number** 134291  
**LEA** Bolton  
**Inspection number** 282536  
**Inspection dates** 3 July 2006 to 3 July 2006  
**Reporting inspector** Mr Frank Carruthers CfBT Lead Inspector

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Pupil referral unit	<b>School address</b>	Chorley Road
<b>School category</b>	Pupil referral unit		Westhoughton
<b>Age range of pupils</b>	7 to 11		Bolton BL5 3NA
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01942 840569
<b>Number on roll</b>	20	<b>Fax number</b>	01942 840851
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Linda Thomas
<b>Date of previous inspection</b>	Not applicable	<b>Headteacher</b>	Mrs Yvette Wright

Age group	Inspection dates	Inspection number
7 to 11	3 July 2006 - 3 July 2006	282536

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

The Forward Centre is a pupil referral unit for children aged 7-11 with social, emotional and behavioural difficulties who have been or who are in danger of being excluded from schools because of their very challenging behaviour. It opened in November 2002 and is part of the local authority's Inclusion Service. At the time of the inspection there were only boys on roll, mostly White British. A few are looked-after children. Most children remain registered at their mainstream school while attending the centre and spend parts of each week there. Eight children have statements of special educational need for social, emotional and behavioural difficulties and attend full time.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 2**

The centre's effectiveness is good. Its overall success is measured by the many examples of children returning to and remaining in mainstream school and by the confidence that schools have in its work. It caters well for the needs of all the children, who begin to enjoy education again because their specific social, emotional and behavioural needs are met. Their personal development and well-being are good because the staff care for and support the children exceptionally well, modifying their behaviour so that they re-engage in learning. The centre is an attractive, vibrant place where children can thrive. It enjoys good partnerships with parents, other schools and agencies to help the children and, whenever possible, their families.

Children achieve well because of good teaching that has significant strengths in managing children's behaviour so that all are keen to attend and willing to learn. However, the use of assessment to plan children's learning is not yet having sufficient impact.

The leadership and management of the centre are good, although managers are a little modest in their evaluation of some aspects of its performance. The head of centre and all staff promote high quality care and the responsible officers of the local authority and management committee manage the centre well. There is good capacity to maintain the quality and make improvements. Because the cost of educating a child is currently significantly more than a place in most schools of this type, the centre is judged to give satisfactory value for money.

### **What the school should do to improve further**

- Use information on how well children are doing in English, mathematics and science to develop children's individual learning.

## **Achievement and standards**

### **Grade: 2**

The attainment of the children on entry to the centre ranges from broadly average to exceptionally low. Almost all make at least good progress towards the small-stepped targets in their individual behaviour and education plans. Many have limited skills of speaking, listening, reading and writing. They often answer questions with one word only and need much encouragement to give a longer answer. As a result of this encouragement, they gradually improve in their responses. Skills of reading develop well and one parent reported how his child now plays games with him, reading street names as they drive through Bolton. Children find writing independently very difficult but their work improves over time. They make good progress in mathematics and regain the ground lost in previous schools. This is because the staff capitalise on children's interest in the subject and set challenging work for them. Because most children regularly attend mainstream school while at the centre, they are in a position to re-integrate successfully. In most years, one or two children take national tests

when they are in Year 6 and achieve well, reaching the nationally expected level or just below it. Children also make good progress in science, for example, through activities in the centre's new vegetable garden, and in information and communication technology (ICT).

## **Personal development and well-being**

### **Grade: 2**

Progress in the children's personal development is a key aim of the centre and its success is evident in the successful transfer of children into mainstream schools. Children's spiritual, moral, social and cultural development is satisfactory overall. Their moral and social development is good because of the very good ethos of the centre and the children begin to think about others rather than just themselves. Good examples of this are when the children award merits to other children for good behaviour, which improves from being unacceptable before they start at the unit to at least satisfactory and at times good. Exclusions are very rare and used only as a last resort. Attendance is good, improving steadily for individual children over time. Their enjoyment for learning is renewed because of the outstanding support they receive. The unit is working towards the local authority's Healthy Schools Award and children understand the importance of a healthy lifestyle. For instance, they know their packed lunches ought not to contain confectionery. They learn to work cooperatively with one another. Thanks to the excellent levels of care, the children learn self-control and work responsibly in lessons. Children report they feel less stress at the centre and 'control (their) anger better.' They acquire skills that will help them in their future in mainstream and other schools.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good. Strengths are seen in the excellent skills all staff have to manage the behaviour of children who become frustrated or angry. Relationships between staff and children are very positive and help to make the children feel secure and calm. Staff are very flexible in how they operate to support children who re-integrate into mainstream schools. During the current school year, there has been good support from the local authority to help the staff to monitor the quality of children's learning and improve the level of challenge in their work. This is helping to raise standards and focus attention on the individual learning of children. It is resulting in good teaching. There are good systems to assess the children's attainment on entry to and exit from the unit. However, the use of assessment information to check on how well children are progressing is not fully in place. Whilst pupils are progressing well, staff are not as clear as they could be about what else needs to be done for the children to progress even more.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. The children receive a balanced curriculum, which includes most of the subjects taught in mainstream schools, as well as opportunities for physical education and swimming that help the children to become fit and healthy. There have been significant improvements in ICT with the introduction of interactive whiteboards in each classroom. This has helped to make the children's learning more interesting and focuses their attention very well. Lessons of personal, social and health education help the children's awareness of health, safety and moral issues. Opportunities for children to take part in extra-curricular activities have begun to develop with the introduction of an after-school club which helps the children to socialise in less formal surroundings than a classroom. Staff go to great lengths to ease transport difficulties so that children can attend the club. Individual members of staff often give up their own time to introduce children to new activities.

## **Care, guidance and support**

### **Grade: 1**

The centre provides outstanding care, guidance and support for the children. In addition to the very good relationships evident among staff and children and very good systems to safeguard the children, the centre has also developed high quality partnerships and specialist services. These include counselling for children and support for parents so that there is a coordinated approach to helping both the children and their families. Parents and carers are fully involved in planning and reviewing the provision for their child. Children's individual education plans are clear and well targeted. These factors have a major impact on changing the children's attitudes to learning, behaviour and working with other children. They are essential to promoting the successful re-integration of children into mainstream school. As one parent wrote, 'Because of the centre, I know he's in the safest place with caring people who have the patience of saints and give my son the attention he craves.'

## **Leadership and management**

### **Grade: 2**

Leadership and management of the centre are good. As a result, the centre plays an effective part in the local authority's Inclusion Service to help children with social and emotional difficulties and those from vulnerable backgrounds. They receive a good education and wherever possible return to mainstream schools.

Leadership by the head of centre is good and drives the centre's exceptional ethos of aiming to do its best for all. There is a clear vision for the centre and openness to new ideas that clearly indicate the capacity of the staff to improve its work further. Mainstream schools and parents value the centre highly and are fully committed to its aims. The management committee has a good overview of the work of the centre and carries out its responsibilities well. It and the head of centre have gained a good

awareness of the strengths of the provision through effective monitoring during the current year, which has been supported well by the local authority. This has led to a good development plan that focuses clearly on teaching and learning.

Initial funding from the Neighbourhood Renewal scheme helped the centre to establish good teacher:children ratios and several additional services. As a result, the cost of educating a child at the centre is significantly above the average of most pupil referral units. The unit therefore provides satisfactory value for money. With the funding moving to the local authority's responsibility, costs are set to become closer to those of similar units nationwide.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
--	-----------------------	--------------

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	NA	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

I enjoyed my visit to the centre very much and enjoyed talking to you all. Thank you for your help.

Now I want to share with you my thoughts about the Forward Centre. There are lots of things that are good. For instance:

- the staff are doing an excellent job taking care of you and helping you all to improve your behaviour
- I liked the way you notice when other children are behaving well
- you work hard and I was very impressed with your work in mathematics
- you are beginning to really enjoy your work again and this is marvellous
- you have a lovely school and great outdoor areas to enjoy.

To make things even better, the staff should make sure they give each of you work in English, mathematics and science that is just right for you. Each one of you is at a different level and staff need to make sure it is the right one for you.

Finally, best wishes to you all for the future. Work hard and enjoy your education, whichever school it is in.