



Chaselea PRU

Inspection Report

Unique Reference Number 134351
LEA Staffordshire
Inspection number 282562
Inspection dates 23 February 2006 to 23 February 2006
Reporting inspector Patricia Potheary AI

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

Type of school	Pupil referral unit	School address	Youth and Community Centre Annex Cannock Staffs WS11 1LG
School category	Maintained		
Age range of pupils	11 to 16		
Gender of pupils	Mixed	Telephone number	01543 512300
Number on roll	14	Fax number	01543 512300
Appropriate authority	The governing body	Chair of governors	Mr Chris Hilton
Date of previous inspection	Not applicable	Headteacher	Mrs Pauline Bury

Age group 11 to 16	Inspection dates 23 February 2006 - 23 February 2006	Inspection number 282562
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

Chaselea Pupil Referral Unit (PRU) offers short-term provision. Most pupils are in Year 9. Sometimes pupils attend the unit on a part-time basis and are dual registered with a mainstream school. All pupils have behavioural, emotional and social difficulties. Most pupils stay for just over two terms, although a few attend for up to a year. All pupils are from White British backgrounds. The unit is on two sites, serving different towns. In the two and a half years since opening the unit has moved premises, had significant staff changes and is due to be reorganised.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Chaselea is an effective pupil referral unit. It achieves its main aims very well in helping pupils re-engage with education and return to a successful mainstream placement in a remarkably short space of time. Chaselea views its provision as good and this is confirmed by this inspection. It provides good value for money and its capacity to continue improving is good.

Pupils make good progress in their learning and excellent progress in their personal and social development. Their behaviour is outstanding. The quality of teaching is consistently good and lessons are very enjoyable. Pupils study key subjects during their short stay at the unit and enjoy a rich variety of activities and visits. However, the curriculum is limited by a lack of specialist subject rooms, particularly for teaching science. The quality of care is good and staff are skilled in working closely with pupils so that they know what they must do to succeed. Leadership and management are also good and have been very effective in developing the good quality of this new unit, despite major changes. Systems to check how well pupils do in different subjects are limited so the unit does not have a clear view of what could be improved.

What the school should do to improve further

- Seek to broaden the curriculum through improved accommodation, especially for science.
- Improve how pupils' progress in different subjects is measured so that subject development can be targeted more precisely.

Achievement and standards

Grade: 2

Achievement and the progress made by pupils are good. The key success of Chaselea, and the most meaningful measure, is how swiftly and how well pupils reintegrate back into mainstream placements. The eventual success of almost all of these placements demonstrates very good progress and achievement for pupils. Almost all go back to mainstream education and many gain good qualifications. For example, one previously excluded pupil spent four months at Chaselea and returned to her local school to complete her GCSE course. Another pupil, who refused to attend school, spent two terms at Chaselea, went on to complete a forestry placement and is now employed. The few pupils who remain for longer periods are helped to achieve suitable qualifications.

Regular achievement of the challenging targets set in pupils' individual work plans are a good indicator that good progress is being made. This is true regardless of pupils' learning difficulties or abilities. Parents and pupils rightly feel confident that good progress is being made in many subjects, especially English, mathematics and personal and social education. Progress is satisfactory in science. Pupils achieve particularly well in art and some of their work is displayed locally.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being is outstanding. Pupils arrive at Chaselea often having been excluded from school or refusing to go. There are remarkable changes in their attitudes to learning as they re-engage with education. They really enjoy what they do, as one pupil said, 'I look forward to coming in the morning and can't wait to get here'. The marked improvement in pupils' attendance over time shows how much they value Chaselea. By the end of last year attendance was in line with national averages.

Pupils are well prepared for a much brighter future. They gain greatly improved social skills, more confidence in their key academic and life skills, good team-working skills and a clearer understanding of their talents. Their renewed sense of purpose is clearly evident.

The excellent behaviour at all times in the unit means that there is no bullying and pupils feel very safe. They gradually develop a stronger understanding of right from wrong. They contribute very well to the community, for example, through involvement in animal rescue, producing art displays and even mentoring each other. They are very keen to eat healthily and take more exercise. Although opportunities for physical education are limited, pupils regularly play sport each lunchtime. Pupils' spiritual and cultural development is also very strong and includes a renewed sense of their unique place in the world and respect for others.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning are good. Teachers and teaching assistants have a good understanding of the subjects they teach and are experienced in teaching pupils with a wide range of learning difficulties. This leads to well organised lessons where learning is intensive and good account is taken of pupils' individual learning needs. Pupils are keen to say how much they really enjoy their lessons. The high quality relationships between pupils and staff mean that lessons take place smoothly; pupils are exceptionally well behaved and motivated to learn. All lessons have planned links to other subjects, which strengthens pupils' broader understanding very well. For example, a mathematics lesson focused on useful aspects of recording scientific data in the workplace. English, mathematics and personal, social and health education lessons are planned well to help individual pupils make progress. These lessons are based on initial assessments of pupils' skills and their personal targets, which are updated each half term. Assessment for helping pupils progress systematically in science and other subjects is not as detailed. However, a good knowledge of each pupil's levels and skills, high expectations and plenty of individual support ensures that they do make at least satisfactory, and usually good, progress in all lessons.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and meets the needs of almost all pupils. It is well organised to build on what pupils have learned before, especially in English, mathematics and personal, social, health and citizenship education. These three subjects form the basis of pupils' return to successful learning. Limitations in accommodation mean that the curriculum is narrow. This is particularly acute on the Rugeley site where there is only one classroom. Because of this, pupils on both sites have very limited opportunity for physical education and design and technology. Provision for science is barely adequate because there are no science laboratories. For the occasional pupil with significant emotional, social and behavioural difficulties, the curriculum does not fully meet their needs. Art is a strong subject and life skills, humanities and music are good and enjoyed by pupils. The curriculum is enriched very well through many different activities including work with the fire service, the local forestry college and environmental study. This gives pupils very good opportunities to excel and regain confidence in themselves. Pupils are helped to follow their interests where possible, for example, one girl is studying Indian head massage. Work related learning is well planned and is good for the majority of pupils. For the very few pupils in Years 10 and 11 there is work experience, but limited opportunities for vocational education.

Care, guidance and support

Grade: 2

The care, guidance and support for pupils are good. Thorough systems for safeguarding pupils meet requirements and mean that, for example, bullying does not happen. Staff are kept up to date well with regular training. Staff supervise pupils closely at all times in a family style atmosphere and pupils are kept very safe. Excellent programmes to support pupils' personal development are threaded through all activities during the week. This accounts for the remarkable turnaround in pupils' attitudes and behaviour.

Pupils receive good individual guidance and support to help them do as well as they can in their work. For example, new individual targets are set each week to keep expectations high. Reviews of pupils' individual work plans and long-term goals involve parents and take place half termly. These include advice and guidance on courses and where pupils should go next. This is a crucial factor in the success of the unit.

Leadership and management

Grade: 2

Leadership and management are good. The number of changes within a short period have slowed developments, as has the fact that, until recently, the unit was led solely by the headteacher who also teaches. Despite this, and the constantly changing pupil population, the unit is a success. High quality leadership by the head teacher is instrumental in directing improvement and ensuring better future prospects for the pupils.

Systems for self-evaluation are satisfactory and developing further. The views of parents and pupils are regularly acted upon, and the unit is seeking to increase their involvement when planning further improvements. Teaching is monitored well. Measurements of overall progress in different subjects are underdeveloped, partly because information from schools, when pupils arrive, is often lacking. This limits how precisely improvements can be planned and targeted. However, excellent follow through of pupils' next placement provides good data to show the long-term success of the unit's provision.

The high quality of all staff is one reason why such a small unit can offer a good education. The accommodation is well presented and inviting. However it lacks the specialist subject rooms necessary to ensure that the needs of all learners can be fully met, especially for those remaining for longer than two terms. The unit has extensive links with the community, local schools and other agencies, which play an important part in helping pupils back into education.

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Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	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	3	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

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	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

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	2	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

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

Text from letter to pupils explaining the findings of the inspection

Dear Pupils

Thank you for being so helpful and welcoming me when I visited Chaselea. I very much enjoyed the time I spent with you. I can see why you find the unit such a good place to learn. I also enjoyed meeting the staff, chatting with you at lunchtime and seeing some of your lessons.

What I liked most about your unit

- The excellent progress you make in your personal development and how much you achieve in the subjects you study.
- How much you enjoy being in the unit and the way you appreciate your teachers and teaching assistants.
- The mature way you behave, help others, and work so hard in lessons.
- The interesting activities that you do and the visits that you make.
- The way the staff really care for you and guide you in your work.
- How well you are helped to move back to a mainstream school or college.

What I have asked the unit to do now to make it even better

- Try to improve the buildings to allow you to have a wider choice of subjects to study.
- Find a clearer way to check on which subjects could be improved even more.

I wish you all the very best in the future,

Yours sincerely,

Mrs Patricia Potthecary Lead Inspector