



Woods End Centre

Inspection Report

Unique Reference Number 131134
Local Authority Trafford
Inspection number 293710
Inspection date 21 February 2007
Reporting inspector Christine Emerson

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

Type of school	Pupil referral unit	School address	Lydney Road
School category	Pupil referral unit		Flixton, Manchester
Age range of pupils	5-16		Lancashire M41 8RN
Gender of pupils	Mixed	Telephone number	0161 9123644
Number on roll (school)	50	Fax number	0161 9122361
Appropriate authority	The governing body	Chair	Mr Bob Merrill
		Headteacher	Mrs Beverley Durham
Date of previous school inspection	Not previously inspected		

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

The Satellite Provision has two integrated elements, a pupil referral unit which is based at the Woodsend Centre and a home tuition service. The centre is a pupil referral unit for vulnerable students between the ages of 13 and 16. The centre prepares the younger students to return to mainstream schools and the older students to make the transition to further education or employment. Students' attainment on entry is variable but satisfactory overall; many students have underachieved previously because of their learning difficulties and/or disabilities. Students have long-term medical or mental health problems such as depression and school phobia. Many have experienced social or emotional difficulties and the majority have a history of poor school attendance prior to admission to the centre. Twenty-six students attend the centre for varying amounts of time. Most are White British. Seven have a statement of special educational needs. Two are in public care. A small number of students are eligible for free school meals. The home tuition service is responsible for providing education for children who have short-term or long-term medical or mental health problems which prevent them from attending an educational setting. Their case load currently includes six children with statements of special educational need.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory and improving provision. The staff team provides sensitive and effective care and support which is based on a good understanding of individual students' personal and social difficulties. Consequently, these vulnerable students feel safe and begin to re-engage with education. Parents and carers value the support which their children are given. For example, one parent wrote 'The Satellite played a major part in our daughter's recovery - we can't praise them enough.' Students' personal development is good. They grow in confidence and make good progress in learning how to stay healthy. The 'emotional literacy' programme is effective in helping students to understand and deal with their feelings. There are good links between the centre and the home tuition service. This means that the balance of education provided at home and in the centre can be adapted effectively to meet students' changing needs. Students' enjoyment in coming to the centre is evident in the way in which their attendance improves. Students develop the skills and attitudes to enable them to move on successfully to further education and to the world of work. Year 11 students have a clear view about what they want to do when they leave the provision and know the qualifications they will need.

Standards overall are satisfactory. Some students who have learning difficulties and/or disabilities are working at a lower level than would be expected for students of their age. However, higher-attaining students gain sufficient GCSE passes to enable them to move on to A level or college courses. Achievement and progress are satisfactory because teaching is satisfactory. Students with additional needs, such as hearing impairment, are given good support so that they are fully included in lessons and other activities. The curriculum, which is satisfactory, is limited by the lack of facilities to deliver practical subjects such as science and design and technology. However, all students follow courses which lead towards suitable accreditation.

Leadership and management are satisfactory overall. The headteacher gives a very strong steer to the whole provision and has been instrumental in establishing the centre at Woodsend to create a specialist pupil referral unit. What has already been achieved in establishing the provision and in the good improvement in pupils' personal development and well-being points to the centre having a good capacity to improve. However, the centre is staffed with teachers on limited part-time contracts. This means the headteacher cannot easily delegate responsibilities to others, which detracts from the time she has available to lead and manage the provision. Although the provision does not have a delegated budget at the present time, the headteacher makes effective use of the resources she is given. The management committee has not provided the centre and home tuition service with adequate support or challenge. In particular, it has not given enough support for the centre to evaluate effectively how well it is doing.

What the school should do to improve further

- Ensure that the management committee provides the centre and home tuition service with effective support and challenge to help them to develop further.

- Provide as effectively as possible for those practical subjects adversely affected by the restrictions of the accommodation.
- Review the structure of staffing and responsibilities in order to improve the leadership and management capacity.

Achievement and standards

Grade: 3

Improvements in students' attendance and ability to cope with being in an educational setting enable them to make satisfactory progress overall in their academic achievement. This is demonstrated by the progress they make towards achieving targets set in their six weekly reviews, and by the results of examined courses in Year 11. Students on home tuition also achieve satisfactorily, for example at GCSE level, because the home tutors liaise effectively with their mainstream schools to deliver the coursework. The small number of students with learning difficulties and/or disabilities and those who are more able could achieve better in comparison with others. Overall in 2006, 22 students gained between them 105 GCSE passes at A* to G, with 38% of passes being at A* to C. All but one student obtained at least one A* to G grade and four students gained 5 or more A* to C grades. Almost 50% of the students with learning difficulties and/or disabilities achieved entry level in information and communication technology (ICT) and literacy. The majority of these pupils also achieved an entry level accreditation in numeracy.

Personal development and well-being

Grade: 2

Very sensitive induction procedures are effective in enabling students who are non-attenders at other schools to make the move back into education. Consequently, students feel safe, grow in confidence and improve their attendance well. Students say they feel able to talk to staff and share their feelings. For example, one student said 'It is much better than my other school. I'm happy here - they listen to you.' Students demonstrate mature and thoughtful attitudes in their response to others who are experiencing difficulties. The majority of students behave well, both in lessons and as they move around the centre. Any incidents of challenging behaviour are dealt with effectively, and there is a good focus on encouraging students to take responsibility for their own behaviour. Students' spiritual, social and moral development is good because of the strong emphasis on these aspects throughout the day with focused activities such as the 'breakfast club'. However, they do not have sufficient opportunities to learn about the culturally diverse society in which they are growing up. Students understand the importance of keeping healthy through eating the right foods but many are reluctant to engage in sport.

Quality of provision

Teaching and learning

Grade: 3

Staff know the students well and relationships are good. Consequently, they are effective at helping the students to overcome their emotional difficulties so that they focus well in lessons. Where students display challenging behaviour, it is skilfully dealt with so that lessons are not disrupted. On occasions, teachers tolerate behaviour, that is not appropriate in a classroom setting, for example students chewing gum. Because all teachers are subject specialists they prepare pupils effectively for accredited courses. However, on occasions work is not sufficiently adapted to meet the learning needs of the lowest or highest ability students. Students are assessed on entry and set targets which are regularly reviewed. Students with additional needs, such as hearing impairment, are included well in lessons because they are given good individual support. However, the targets in their individual education plans are sometimes too broad to be meaningful. This makes it harder to measure the progress these students are making.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and meets the expectations for a pupil referral unit. It is well adapted to the needs of individual students. For example, when students join the centre mid-way through completing an accredited course in a subject which is not normally offered, specialist teachers are bought in. The centre is now well equipped to deliver ICT. However, the accommodation is inadequate for teaching practical subjects such as design and technology and the full breadth of art and science.

Care, guidance and support

Grade: 2

Care, guidance and support are good. Good attention is paid to students' health and safety. Child protection procedures are secure. Individual risk assessments ensure that particularly vulnerable students are carefully monitored. Strong links with the education welfare service, Connexions and the school nurse support the students well. However, given that many students have mental health problems, links with the child and adolescent mental health services team are underdeveloped. Parents and carers feel confident that their children are well cared for. Students are involved in setting and monitoring their own targets and this works well. Effective teamwork between the home tutors and staff in the centre prepares students well for reintegration into classes at the centre. Consequently, students who have previously found it very difficult to leave their homes feel able to join classes and begin to enjoy being at school.

Leadership and management

Grade: 3

The headteacher provides very strong direction for the centre and home tuition service. Her drive and commitment has been instrumental in establishing specialist provision for vulnerable students in the local authority. However, because the centre is staffed by teachers who are on limited part-time contracts, the headteacher carries too many responsibilities. This takes up time and deflects her from her core duties. The headteacher's capacity to plan strategically has been limited to date because she has not held control of the service and the budget for the centre. However, as from April 2007, this will change. The management committee covers three other pupil referral units in the local authority. It has not responded sufficiently to the particular needs of this provision. Consequently, the level of support and challenge that it has provided is inadequate. Overall, the provision provides satisfactory value for money.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	3
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	NA

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

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

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	4
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

As you know, I met a number of you during the recent inspection of the Satellite Provision. Thank you for talking to me and helping me in my work.

I am pleased that several students told me how much they enjoyed attending the Woodsend Centre even though they had felt anxious when they first started.

This is what I think is good about the centre.

- Staff are skilled at working with you to help you to deal with your anxieties and worries.
- Many of you make good improvement in your attendance.
- You pass exams and course work so that you can move on to college.
- You build good relationships and support each other well.

Here is what I have asked your teachers to do now.

- Get more support from the management committee to help to improve the provision further.
- Give you more opportunities to do practical work by improving the facilities at the centre.
- Share out responsibilities among the staff so that Mrs Durham has more time to manage the provision.