

# Young People's Education Centre

## Inspection report

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<b>Unique Reference Number</b>	117706
<b>Local Authority</b>	North Lincolnshire
<b>Inspection number</b>	312677
<b>Inspection date</b>	29 April 2008
<b>Reporting inspector</b>	Noreen Buckingham

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

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<b>Type of school</b>	Pupil referral unit
<b>School category</b>	Pupil referral unit
<b>Age range of pupils</b>	14–19
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	20
6th form	3
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Margaret Simpson
<b>Headteacher</b>	Mrs Coleen Langton
<b>Date of previous school inspection</b>	1 May 2005
<b>School address</b>	Henderson Avenue Scunthorpe North Lincolnshire DN15 7RW
<b>Telephone number</b>	01724 278668
<b>Fax number</b>	01724 278668

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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

The Young People's Centre caters primarily for students up to the age of 19 who are pregnant or who have young children. In addition, the centre has begun to admit girls and boys of secondary school age who have become disaffected by school. Currently, there are 14 students on roll: one boy, three girls aged over 16 and eight younger girls who have babies, one who is pregnant and another who has become disaffected by mainstream school. Three students have a statement of special educational needs and a further three are looked after by the local authority. All except one are White British. All students are dual-registered, except those who are aged over 16. The centre is included within the local authority's reorganisation plans. The centre was last inspected in May 2005 but since then has changed both its name and character.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

The Young People's Centre gives its students a good education. This centre gives students a second chance and staff try to ensure that this time they have a positive experience and in which students can flourish and succeed. Its success is due to the committed management and leadership of the headteacher and staff who are determined to ensure that students have every opportunity to make the very best of what the centre offers.

Students' achieve well because of the good teaching and flexibility within the curriculum. Students achieve success at a level which matches their ability. They achieve well in a number of GCSE subjects, Award Scheme Development Accreditation Network (ASDAN), Certificate of Personal Effectiveness (CoPE) and other externally accredited awards. Although students' achievements on entry are below what would normally be expected for their ages, last year many gained GCSEs passes in English, mathematics, science and some students are able to pick up subjects previously studied at their mainstream school. Last year grades ranged from A to G, with most around C grade. Improved links with schools means that staff are better informed about the courses students have been working on and some return on a part-time basis. The consistently good teaching means that students learn well and make good progress. Secure subject knowledge and support from specialist subject teachers, enable a wide range of subjects to be offered. The introduction of a new assessment and tracking system give staff a more informed base from which to set work at an appropriate level for each student.

Students' personal development is good. This is a result of the high levels of care and support from centre staff and other professionals. The positive ethos and strong relationships between staff and students gives many of the students a second chance to regain their confidence and self-esteem and take up educational opportunities otherwise lost. Those with young babies and toddlers juggle motherhood and school work very well. They learn about the importance of healthy living which is important for them and their babies. The welfare of all students, no matter what their circumstances, underpins all the work of the centre. The curriculum is well organised so that it meets the needs of students with different abilities and enables them all to gain some form of external accreditation by the time they leave. Links between schools and the centre have been recently strengthened so that it has become easier for students to continue with previous work. It also gives centre staff a clearer understanding of the students' standard of work.

Work-related learning is given a high priority so that students have better opportunities for employment or to continue with college placements. The centre is well led by an experienced and enthusiastic headteacher whose prime aim is to enable all students to achieve as well as they can. For most of them, the centre gives them opportunities to continue with their education by supporting and guiding them through a difficult period in their lives. Although the centre may change its role under the local authority's reorganisation plans, the headteacher has a clear and realistic vision for how it can develop and is in discussions with the local authority about this. She continues to have the full support of the management panel, which is also being re-formed. Currently, members of the management panel acknowledge that they have too little involvement in monitoring the effectiveness of the Centre.

## **Effectiveness of the sixth form**

### **Grade: 2**

There are currently three students at the centre over 16 years of age. They attend mainly because they missed opportunities to complete course work or take examinations due to the birth of their babies. Some need time to adjust to their changing circumstances and rebuild their confidence and self-esteem. The provision for them is good and they achieve well and make good progress. The positive relationships, good care and guidance provided ensure that they mature, gain in confidence and are well prepared for moving on to college or other training opportunities.

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

- Establish a clear vision for the future role of the centre within the local authority.
- Involve the management panel in monitoring the effectiveness of the centre.
- Embed the recently established tracking systems and links with mainstream schools to aid reintegration.

## **Achievement and standards**

### **Grade: 2**

#### **Grade for sixth form: 2**

Students achieve well and make good progress. Attainment on entry is variable and below what would normally be expected for their ages. This is mainly due to non-attendance or general disaffection with school. A few students have a statement of special educational needs. However, with support, students' attendance and their attitude to work significantly improve and they want to learn and achieve. This is because of the positive ethos, the flexible approach to learning which effectively meets their individual needs and good teaching. Students are offered opportunities to succeed in a range externally accredited examinations such as GCSE, Adult Literacy and Numeracy and ASDAN and CoPE awards. These can change year-on-year depending on students' abilities. The majority gain accreditation in English, mathematics and science. Many produce some very creative art work for GCSE art and design examinations. Information and communication technology (ICT) and child care and life skills feature prominently in the range of courses offered which help to develop students' workplace skills well. Many have success in Adult Literacy and Numeracy courses and two gained the ASDAN foundation award. Improving links with mainstream schools means that students can often continue with their previous work which also supports their good achievement.

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

### **Grade: 2**

#### **Grade for sixth form: 2**

The positive ethos and good relationships between adults and students means that students' personal development, including their spiritual, moral, social and cultural development, is good. However, there are limited opportunities to learn about multicultural aspects of society. During their time in the centre students' self-confidence and esteem develop well and all say they enjoy attending. Babies are looked after in the on-site crèche and this support gives them a good understanding of how to look after their babies. Knowing this, the students can then relax and concentrate on their studies. The most vulnerable students settle down well and they

work hard. All students' attendance improves because of the positive support they receive and attendance generally is good. Behaviour and attitudes to work are exemplary as students realise that the centre staff are there to help and many of them have high ambitions for the future. The students are very supportive of each other and often form strong friendships. The centre pays great attention to encouraging students to adopt a healthy lifestyle and have achieved the Healthy Schools Award. Opportunities for swimming, including the babies, are available and good attention is given to the safety aspects of any activities. In addition, there are opportunities for students to make a contribution to the community and to learn to manage budgets.

## **Quality of provision**

### **Teaching and learning**

**Grade: 2**

**Grade for sixth form: 2**

Teaching and learning are good. The recently introduced assessment system means that teachers and teaching assistants now know the specific needs of the students well and can focus learning on individual needs which enables them to achieve well and make good progress. It also makes it easier to track students' progress more effectively. Teachers have secure subject knowledge and support from specialist subject teachers is enlisted for those subjects which require additional expertise to prepare for specific examinations. This good provision was reflected in the high quality of art and design work. Students know what they have to do and as a result, they are motivated and lessons are a productive and positive learning experience. The students found a forensic science lesson particularly fascinating. The pace of learning varies at times often due to students' personal circumstances.

### **Curriculum and other activities**

**Grade: 2**

**Grade for sixth form: 2**

The curriculum is flexible in meeting the individual needs of the students well. The centre offers a range of GCSE subjects and endeavours to ensure that students can continue with whatever they were studying at their previous school. Good attention is given to developing students' literacy and numeracy skills, along with ICT and personal, social and health education. The curriculum supports students' personal development well. The centre uses local facilities to widen students' experiences for work related learning. College courses and links with schools and the Connexions service prepare them well for their lives after school. Part-time attendance at their former school is encouraged and some students return regularly to resume some of their studies. The need to strengthen links with mainstream schools has been recognised and a member of staff has been given specific responsibility for this. This further supports the process of reintegration.

### **Care, guidance and support**

**Grade: 2**

**Grade for sixth form: 2**

Students are well supported by centre staff and other external agencies, such as the Connexions and Youth Service, ensuring that this aspect of the centre's work is consistently good. Parents

are overwhelmingly in agreement that the centre offers their children and grandchildren a safe and secure environment in which they can continue their education, giving them every opportunity to make a better life for themselves after school. All safeguarding arrangements are in place. Students are involved in looking after their babies for some time during the day and have the support from the crèche staff. This is particularly helpful for those students who are pregnant in developing their confidence and in understanding what is involved in looking after babies. In addition, a health visitor gives help and advice about developing good parenting skills.

## **Leadership and management**

**Grade: 2**

**Grade for sixth form: 2**

The headteacher's leadership and management are strengths of the centre and she has a clear vision for its future role which is shared by other members of the small staff team. The headteacher is very passionate about the centre and has a determination to ensure that students are given every chance to succeed and to return wherever possible to mainstream education. This is one of the fundamental principles underlying the ethos of the centre. The other is to build students' confidence and self-esteem so that they leave believing they can succeed. Self-evaluation is largely accurate and performance management targets appropriate professional development opportunities for all staff. The management panel, whilst fully supporting the centre, is not sufficiently active in monitoring the effectiveness of its work. However, the impending reorganisation means that the centre is currently uncertain about its future position within the local authority. Establishing a clear role for the centre is a priority for the headteacher.

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## Annex A

## Inspection judgements

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

### Achievement and standards

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

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	2
The extent of learners' spiritual, moral, social and cultural development	2	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners adopt safe practices	2	
How well learners enjoy their education	2	
The attendance of learners	2	
The behaviour of learners	1	
The extent to which learners make a positive contribution to the community	2	
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?	2	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	2
How well are learners cared for, guided and supported?	2	2

<sup>1</sup> 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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	2
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 leaders and managers use challenging targets to raise standards	2	
The effectiveness of the school's self-evaluation	2	2
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	2	
The extent to which governors and other supervisory boards discharge their responsibilities	3	
Do procedures for safeguarding learners meet current government requirements?	Yes	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

29 April 2008

Dear Students

Inspection of Young People's Education Centre, North Lincolnshire,

DN15 7RW

I did enjoy my short visit with you the other day. Thank you for welcoming me to the centre and for talking to me. Those of you with babies are doing a splendid job in juggling motherhood with school work. The fact you work so hard to gain examination success is credit to you and your hard work. I was impressed with your positive attitudes to work and your high levels of concentration. I also think that you are given good support from all the staff at the centre who are very keen to see you do well so that you can continue your education at college or have the qualifications and self-confidence to get a job. The centre offers you a good education with many opportunities to be involved in a range of activities. Your parents are also overwhelmingly supportive of the centre and think you and the babies are safe and well cared for.

The headteacher and staff are not complacent and are keen to ensure that you achieve well so that you have good life-chances when you leave. I have suggested that to build on all the good work, senior staff work with the local authority to become clear about the future role of the centre. I have also suggested that members of the management panel visit the centre during the day so that they can see for themselves the quality of its work and the difference it is making to all of you. So that staff have a better idea of your abilities when you first come to the centre, I have asked them to continue to assess your abilities, when you arrive to ensure that you are given work that is appropriate for you. I have also suggested that by continuing to track your progress you will continue to do well and be better able to keep up the links with your previous schools.

I wish you all the best for the future and hope you do well in your examinations.

Yours sincerely

Noreen Buckingham

Lead inspector