

# The Schoolgirl Mums' Unit

## Inspection report

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<b>Unique Reference Number</b>	117707
<b>Local Authority</b>	Kingston-upon-Hull
<b>Inspection number</b>	326667
<b>Inspection date</b>	23 June 2009
<b>Reporting inspector</b>	Gina White HMI

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>	14–17
<b>Gender of pupils</b>	Girls
<b>Number on roll</b>	
School (total)	30
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Michael Rouse-Dean
<b>Headteacher</b>	Mrs Julie Stamper
<b>Date of previous school inspection</b>	14 February 2006
<b>School address</b>	The Boulevard Centre 172 Boulevard Hull HU3 3EL
<b>Telephone number</b>	01482 585203
<b>Fax number</b>	01482 585204

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

## Description of the school

The schoolgirl mums' unit is a 35 place pupil referral unit for girls from the city of Kingston-upon-Hull during pregnancy and after having a baby. Girls stay on the roll of their mainstream schools but few choose to return following their confinement. Most come from areas of above average deprivation and receive support from social and health services. Most students are White British, with a small proportion from other White ethnic groups and none are looked after by the local authority. The proportion of students with a statement of special educational need is 4%. The unit achieved the healthy school standard in 2007 and the investors in pupils award in 2009.

There is a privately run baby unit on site for 0 to 2 year olds. This did not form part of the school inspection and was inspected separately by Ofsted.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

The Schoolgirl Mums' Unit provides an outstanding level of education, care and support for students. The unit has a transformational effect in engaging vulnerable students in learning and building their confidence during, what is for many an emotional and difficult period in their lives as they have their babies. One parent summed this up, 'I don't know what my child would have done without the unit. She has had so much support and care. In the few months she has been there she has grown in confidence and enjoys every aspect of school'.

Most of the students referred to the unit are in the final year or two years of schooling. Many have been disengaged in education, have gaps in their learning, and are at various stages of pregnancy. Procedures for students' induction to the unit are excellent and enable them to settle quickly at whatever time of the school year they arrive. The quality of teaching and learning and the curriculum are outstanding: the enthusiasm of staff and high quality of teaching engage students in their individual programmes of work and result in improved confidence and a belief that they can learn. All students make good and most make outstanding progress. They all achieve qualifications and high proportions continue in education, employment or training when they leave.

The positive ethos of the unit is encapsulated well in the 'bill of rights' which sets out clearly what students can expect, what is expected of them and what their responsibilities are. This contributes hugely to their excellent personal development and well-being. Their behaviour and attitudes to learning are first-rate. The high level of involvement in decision making about their own learning promotes their enjoyment. Frequent school council meetings during each week enable all students to make a good contribution to their school community: they take ownership and shape their community very well. However, they currently have few opportunities to contribute to their local community.

The excellent leadership and management of the unit, and in particular that of the headteacher, who also founded the unit, underpin the transformation. Together with staff and the management group she has continued to develop the unit to meet the needs of students superbly well. The inclusion of an on-site baby unit and the excellent partnership with health, social services and others ensure students' welfare and health needs are very well met. The high quality noted at the previous inspection has been maintained and further progress has been made in extending the curriculum and in tackling the budget issues to support a small number of girls, particularly those who joined the unit late in Year 11, to complete their coursework and sit GCSE examinations in Year 12. Leaders know the areas for development well and recognise that more could be done to meet their responsibilities to engage students more in their local community. The capacity to improve is secure. The drive and determination of staff is acknowledged by students and was summarised quite simply by one girl as, 'They do their best for you'.

### What the school should do to improve further

- Provide opportunities for students to develop their understanding of, and take part in, their local community.

## **Achievement and standards**

### **Grade: 1**

Students' attainment on entry to the unit is mostly well below expectations for their ages, and significant numbers of students have experienced interrupted attendance and social, emotional or family difficulties that have had a negative impact on their progress and development as learners. Students' performance in overcoming these difficulties is outstanding and although academic standards improve, overall they remain well below average by the time they leave the unit. Students make rapid and significant progress from their starting points, particularly in their personal development. Their achievement in quickly establishing consistent patterns of attendance, very good attitudes to learning and excellent standards of behaviour is outstanding. All students achieve one or more GCSE at grade A to G and a high proportion gain a pass grade in both English and mathematics. Most students achieve the unit's expectations to achieve the equivalent of five GCSEs at grades A-G, and many do so in the equivalent of one year of study having given birth to their babies. These trends in attainment are well established. Most students also achieve other qualifications and certificates in health and safety in the workplace, emergency first aid and the foundation award in food hygiene. Girls who are admitted into Year 11 after the start of the spring term and who continue into Year 12 also achieve equally well, given their starting points. Opportunities for them to gain National Vocational Qualifications as teaching and play assistants helps to bring their attainment close to average standards.

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

### **Grade: 1**

Students have many opportunities to learn how to exercise their responsibilities and do so very well. For example they organised a 'prom' event for leavers and those who had missed their school event. Students develop in confidence and maturity, learn to respect and tolerate each others views and make very good progress in their spiritual, moral, social and cultural development. They listen to and adopt the good advice and guidance they receive about diet and exercise, and the health and safety of themselves and their babies. They take advantage of the very good opportunities provided at the unit to self refer to health professionals. Sex and relationships guidance is good and has a good impact in combating further unwanted pregnancies. The provision of the on-site baby unit contributes well to promoting their attendance and provides very good opportunities for them to learn to socialise and take care of their babies' needs at certain points during the day.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Relationships are very good and encouragement and high expectations are applied in equal measure by teachers. Teachers are enthusiastic and use their good subject knowledge expertly across a wide range of subjects to plan and tailor work to meet students' needs and interests. Teachers take account of students' feedback and assessment of their progress, particularly in mathematics, to fine tune the work to ensure the challenge is just right. A range of teaching strategies, including one-to-one support, switches students on to learning. In the lessons observed students made at least good and often outstanding progress. Their ability to work independently was a key feature in these lessons. In the best lessons discussion and resources

are used exceptionally well to make lessons interesting and fun. For example, in an English lesson students took turns to pick items from a lucky dip bag, and through well led discussion by the teacher they began to build up a picture of an old lady's life. This provided an excellent stimulus for highly original descriptive writing.

## **Curriculum and other activities**

### **Grade: 1**

The curriculum is very well tailored to meet students' individual needs and interests. The breadth of provision in terms of subjects, access to vocational and academic courses and the level of courses, promotes the attainment and progress of students. They settle well to their courses and staff make good use of their experience as new mums wherever possible to support their work. For example, by making pictures and piggy banks for their children in art, writing about them in English, and learning more about their needs in the popular human physiology and health GCSE that many students choose to take. The on-site baby unit is a useful source of work placement for some students. For students who undertake the Foundation award in caring for children the practice they see demonstrated in the unit helps to make their learning meaningful. The unit is well placed to further expand the progression routes they have established in some areas of the curriculum. Curriculum enrichment is good.

## **Care, guidance and support**

### **Grade: 1**

The quality of care, guidance and support students receive is excellent. The multi-agency support of health professionals and educational advice and guidance is very well suited to their needs as new mothers and the care of their babies. Students feel safe and the regular weekly 'drop-in' clinics enable students and their babies to receive the checks they need with little disruption to their learning. Safeguarding procedures meet requirements. The on-site baby unit plays an important role in meeting the students' needs as new mothers and plays a key reassuring role to support them as learners. As one student explained, 'knowing my child is safe and looked after helps me to relax and to get on with my work'. Students receive very good information, advice and guidance and are well supported in making the transition to parenthood and to take the next steps in their learning.

## **Leadership and management**

### **Grade: 1**

Responsibilities of staff, including the headteacher, are very clear. The collaboration and teamwork between the unit staff, the baby unit and health professionals is very well coordinated by the headteacher and brings positive benefits for students and their babies. The vision for the unit is shared openly and students are invited to shape and develop it. This contributes well to planning and ensures that provision continually keeps pace with students' needs. Essential procedures and systems are consistent and firmly established; students' progress in all aspects of their academic, social and personal development is thoroughly and regularly checked. This enables remedial action and well judged support to be put in place quickly to promote students' progress.

The unit's self-evaluation is accurate and is very well informed by the views of students, parents, staff and external reports. The wide range of partners and agencies are well reflected on the

management committee. The committee members are well informed; they know and meet their responsibilities well and are developing their monitoring role. Good progress has been made in tackling the issues from the previous inspection and the budget is on a firmer footing.

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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
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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?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

**Achievement and standards**

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

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<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	3
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	1

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

24 June 2009

Dear Students

Inspection of The Schoolgirl Mums' Unit, Kingston-upon-Hull, HU3 3EL

Thank you for contributing to the inspection. It was very useful to meet all of you and to listen to your views about how the unit has helped you and to see you at work and with your babies.

I think the unit is outstanding. I agree with you that the headteacher and the staff are doing a fantastic job. The leadership and management are excellent and staff are teaching you exceptionally well. I think you are making very good progress and achieve highly while at the unit. Some of you said that this is not like a school, that its better and you are achieving more than you thought possible. I was impressed by your independence and mature and positive attitudes to learning. A very good feature of the unit is the way in which you can make decisions and contribute to the school community. The unit helps to care for you, support and advise you really well as you cope with the changes that being a young mum brings, as well as gaining those all important qualifications that will help you to make a good start to your careers. It was good to see that you have frequent and reliable access to health services on-site and that you can keep your babies and toddlers with you.

The headteacher knows what needs to be done to ensure the unit remains successful, but I have asked the Management Committee to:

- provide opportunities for you to develop an understanding of, and take part in, your local community beyond the unit.

You have a lot to contribute to your community and I hope you will continue to confidently do so as you leave and move on in your careers.

Best wishes

Gina White

Her Majesty's Inspector