

Wyken Extended Learning Centre

Inspection report - amended

Unique Reference Number	134269
Local Authority	Coventry
Inspection number	328873
Inspection date	27 February 2009
Reporting inspector	Charles Hackett

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

Type of school	Pupil referral unit
School category	Pupil referral unit
Age range of pupils	11–14
Gender of pupils	Mixed
Number on roll	
School (total)	24
Appropriate authority	The local authority
Headteacher	Noreen Jordan
Date of previous school inspection	1 January 2006
School address	Tiverton Road Wyken Coventry CV2 3DN
Telephone number	02476 444141
Fax number	02476 453838

Age group	11–14
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Amended Report Addendum

Report updated to resolve formatting inconsistency

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Wyken Extended Learning Centre is a pupil referral unit (PRU) and educates pupils who are experiencing behaviour difficulties within a mainstream school setting. A few pupils have been permanently excluded but most are at risk of permanent exclusion. It also takes a few pupils who have been temporarily excluded from their mainstream schools for more than six days. In the last 18 months the centre has moved to a new location, appointed a new teacher in charge and a deputy, and experienced considerable changes to the staffing team.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Wyken Extended Learning Centre is a good pupil referral unit (PRU). It carries out an effective role in the local authority's provision for pupils experiencing difficulties in a mainstream school. The teacher in charge has played an important part in successfully developing the quality of the unit's provision to this standard. Facing the challenge of relocation and staffing difficulties she has successfully led and managed a unit that fully understands its brief to motivate pupils to re-engage in learning. As a result of its effectiveness almost all pupils are able to successfully return to a mainstream setting.

Pupils achieve well, making good progress in a range of subjects. A good start has been made in showing this through an overall progress tracking process. This shows most pupils are achieving the expected increases in achievement the centre aspires to. Importantly, though, it also highlights those aspects where pupils are not making sufficient progress, which allows interventions to be put in place. The centre recognises that there is a need to develop this tracking process further to enable a thorough analysis of the progress of different groups of pupils to ensure that all groups are achieving at similar rates.

Pupils make good improvements in their personal development including good spiritual, moral, social and cultural development. Their attendance rates improve considerably and this reflects pupils' increased enjoyment of school. Results of tests undertaken to measure their attitudes to learning show almost all pupils make significant progress. Most make good progress in improving their behaviour, although a few still demonstrate poor behaviour, particularly in unstructured situations. The centre is being proactive in tackling this, for example, by increasing even further the structure to its break times. Pupils like the staff and feel valued because they can put forward their views. For example, pupils make effective use of individual diaries that include their timetables, improvement targets and positive comments from staff. These diaries have been developed from an idea that originated from pupils themselves.

Teaching is effective because it successfully re-engages pupils in learning. Despite staffing changes and illnesses the high quality of lesson planning ensures that temporary teaching staff are able to carry on with the planned curriculum. All staff have very positive relationships with pupils and they use these well to encourage pupils to work hard in lessons. The marking of pupils' work is a consistently strong feature throughout the unit. Staff comments are very helpful, clearly showing pupils how well they are doing and what they need to do to improve further.

A good curriculum ensures that pupils are well prepared for returning to mainstream. Almost all National Curriculum subjects are covered with a very appropriate emphasis placed on personal and social development. Good enrichment activities and a strong bias to practical activities, such as art, food technology and design and technology, are very effective in re-engaging pupils and fostering an enjoyment of learning.

The support and guidance given to pupils are effective. Pupils are treated as individuals and benefit greatly from regular mentoring sessions. They are involved in setting their own improvement targets and these are monitored carefully throughout each day. A good behaviour management procedure is used, with clear expectations, but not all staff apply this consistently. Effective safeguarding systems are in place, which ensure pupils are safe on site and off site on visits.

Leadership and management are good. The good work of the teacher in charge is backed up well by strong subject co-ordinators who lead their subjects well. The management committee has an accurate understanding of its role to challenge the work of the centre. It is supportive and ensures that all aspects of the PRU's work are carefully scrutinised. Self-evaluation is good and together with the rapid establishment of the centre in its new base, the PRU is able to demonstrate it has a good capacity to improve even further.

What the school should do to improve further

- Analyse data collected on pupils' achievements to ensure all groups of pupils are making similar progress.
- Ensure all staff are consistent in applying the behaviour management system.

Achievement and standards

Grade: 2

Pupils' standards are below average, with a few reaching average standards. Pupils achieve well and this means that almost all have the confidence to successfully return to a mainstream school. Pupils enjoy experiencing success in their learning. For example, in design and technology they are very proud of the very good finished wooden models they have designed and made. Pupils make good gains in literacy and numeracy skills and this, in turn, helps them to achieve well in a range of subjects. In reading, pupils' records show good rates of progress as a result of effective individual support programmes.

Personal development and well-being

Grade: 2

Pupils enjoy their learning and report that they feel safe in the centre; the great majority behave well. 'There is no bullying here', stated one pupil very confidently. Almost all pupils develop a good understanding of the benefits of healthy living and enjoy the opportunities to take part in physical education, although a few girls refuse to take full advantage of these. Work in personal, social and health education and the setting of individual social targets helps pupils address their emotional needs well. They develop good relationships with each other and with staff, and are confident in putting their views forward about the centre. It is very positive that smoking is not an issue in the centre. Pupils' economic well-being benefits enormously from the improvements they make in literacy and numeracy, as well as the increased confidence and belief they have in their own worth and ability to deal with any difficulties they will face in the future.

Quality of provision

Teaching and learning

Grade: 2

Planning is effective in the key area of re-engaging pupils in their learning. Much thought is given to ensuring that pupils enjoy learning, that they are physically actively involved and that their preferred learning styles are recognised. These strategies are successful in engaging pupils in their learning. For example, all mathematics lessons start with a fun activity that not only serves to settle pupils but also encourages the learning process to begin. Pupils' learning is very well supported by excellent marking of their work which ensures that they know the standard of their work. The great majority behave well in lessons. However, pupils' behaviour

is not always effectively managed by all staff because the behaviour management system is not always used consistently.

Curriculum and other activities

Grade: 2

The curriculum is effective because it has a good balance between offering a continuation of most mainstream subjects as well as putting an added emphasis on impacting positively on pupils' personal development. Although not all National Curriculum subjects are covered, the curriculum provides good opportunities for pupils to enjoy learning and achieving, as well as successfully meeting its aim of giving pupils the skills and confidence to cope well in a mainstream school. A good range of enrichment activities and the emphasis on practical work are particularly effective in motivating pupils. Particular needs are addressed well. For example, individual sessions are offered to those with reading difficulties and this has led to significant improvements in pupils' reading ages. Work in humanities gives pupils a good understanding of different faiths and cultures in the wider world.

Care, guidance and support

Grade: 2

There are some excellent features to the support and guidance provided for pupils. This includes individual mentoring and the excellent induction process which fully involves parents and carers. Parents appreciate this as well as the regular communication they receive from staff at the unit. Staff systems to improve pupils' behaviour are well thought out and are clearly effective for the majority. However, not all staff are as effective at following the behaviour 'warning' system that forms a key part of the system. Very good links with the behaviour support service and with secondary schools result in pupils being given effective support when they return to a mainstream school. Safeguarding procedures are firmly in place. These include risk assessments of activities and, when felt appropriate, of individual pupils who have displayed poor behaviour. Academic guidance is good, with pupils receiving clear and regular advice on how to improve their work.

Leadership and management

Grade: 2

For the PRU to be as effective as it currently is owes a lot to good leadership and management. Strong links have been built with the secondary schools and local authority support services. These are used well to support pupils into and out of the unit. The centre is effective in ensuring that the great majority of its pupils return quickly to their mainstream schools as motivated and confident learners. Accurate self-evaluation of the unit's effectiveness has led to well planned improvements. Monitoring of individual progress is thorough. The centre acknowledges that it now needs to refine its procedures to ensure that it checks the relative progress of different groups. The creation of a comprehensive staff handbook has contributed to a very effective staff induction process which has enabled the unit to manage the considerable staff changes very well. The unit is an integral part of the local authority and since the relocation is now involved in increasing its links with the local and wider community. The management committee knows the centre's strengths well and is robust in its challenge for it to be as effective as it can be.

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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?	2
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?	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 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

How good are the overall personal development and well-being of the learners?	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
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
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 learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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	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

2 March 2009

Dear Pupils

Inspection of Wyken Extended Learning Centre, Coventry, CV2 3DN

Thank you for making me so welcome when I visited you recently. I very much enjoyed the day. I have written my report about the centre and overall I have judged it as good. I know this is your view and that of many of your parents and carers.

It has been a real challenge for the centre to move to a new site and take on so many new staff. The fact that it has achieved this so well shows how well the teacher in charge and others have worked. Their efforts mean almost all of you make good improvements in your progress, attendance and behaviour. The behaviour of a few of you though, still needs to improve further. The quality of both the teaching and the curriculum is good.

The support and guidance you receive are good because they are arranged well to meet your individual needs. This includes you being very well supported when you first join the centre, during your time at the centre and when you leave.

To improve further I have suggested the centre should:

- analyse data collected on your progress to ensure that all of you are making similar progress
- ensure all staff are consistent in applying the behaviour management system.

I hope you all continue to do well and successfully move on to your next schools.

Best wishes

Yours sincerely

Charles Hackett

Lead inspector