

# The Secondary Behaviour Support Service

Inspection report

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<b>Unique Reference Number</b>	134623
<b>Local Authority</b>	Stockport
<b>Inspection number</b>	328936
<b>Inspection dates</b>	19–20 November 2008
<b>Reporting inspector</b>	Saleem Hussain

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>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	88
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Gani Martin
<b>Headteacher</b>	Mrs Alison Bettles
<b>Date of previous school inspection</b>	16 November 2005
<b>School address</b>	Essex Road Brinnington Stockport SK5 8DR
<b>Telephone number</b>	0161 406 7922
<b>Fax number</b>	0161 406 0612

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

The pupil referral unit (PRU) operates from four sites. It provides for permanently excluded students and those at risk of exclusion. All students have learning difficulties and/or disabilities related to their challenging behaviour. A small number have a statement of special educational need. Around a third of students come from socially and economically disadvantaged backgrounds. There are few minority ethnic students; none are at an early stage of learning English. The Highfields site is the largest. The ACE (alternative curriculum experience) site provides for up to 15 students who are involved with the youth offending team. The Day Six site provides for students while a decision is made about the most appropriate placement for them. The Compass site administers work-based learning options and the Young Apprenticeship Scheme for many students, including some who remain on the roll of their mainstream school. The PRU also provides a variety of training and outreach services for all the local authority's secondary schools to help prevent and reduce exclusions.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good PRU with many outstanding features. It provides good value for money. Representative views from parents include: 'The PRU is extremely well run and is excellent for my son's needs; thanks to the staff, he is now confident about learning and well behaved.' Students start at the PRU with generally low levels of attainment because of their poor engagement in education in the past. Most lack confidence in a school setting and have missed much time at previous schools. Students achieve well; they make good progress in their academic achievement and outstanding progress in their overall personal development. The PRU is very successful in enabling students to think positively about themselves again and enjoy their learning. Inclusion lies at the heart of the PRU's work. The PRU's outreach services are very highly regarded in the community. Partnerships with the local cluster of secondary schools and other agencies are outstanding and help the students to get back on track with their studies.

Outstanding care, guidance and support underpin students' achievement and personal development. Students make good progress in lessons because the quality of teaching and learning is good. Teachers present the work in a way that captures students' interest and this engages them well. Behaviour management is effective and every opportunity is taken to talk through with students the importance of good attitudes and behaviour. The curriculum is outstanding because it meets students' interests and needs very closely. It is creative and rich in opportunities for learning through practical experiences. Discussions with students confirm that this is their preferred learning style. Students take full advantage of the many work-related experiences on offer.

The majority of students are successful in gaining accreditation in several subjects by the time they leave the PRU. Along with outstanding personal development, these factors ensure that students are extremely well prepared for the future. Attitudes to learning and behaviour are good. Students adopt good attitudes towards leading healthy lifestyles. They know it is important to eat a balanced diet and participation in sports is very high. Students' awareness of how to stay safe is good. For example, at Highfields, students used safety equipment sensibly in a science lesson about chemical reactions. Students' contribution to the community is outstanding. The school council has made many good suggestions leading to improvement, for example regarding links with mainstream schools through sports competitions. Attendance is good overall. Most students make very good improvements in their attendance as compared to their former schools.

Leadership and management are outstanding. Rapid and impressive improvements have taken place since the last inspection where the PRU was judged as satisfactory with some good features. The headteacher is passionate about providing the very best for the students and her drive and determination has been instrumental in bringing about the many improvements. The headteacher is ably supported by a deputy whose analytical approach to developing provisions compliments her leadership well. Leaders at all levels, including a challenging and supportive management committee, play a very effective role in the success of the PRU. The impact of everyone's work is clearly evident in the outcomes achieved and in the very high quality of care provided. Self-evaluation is penetrating and insightful. The school knows it must now shift the emphasis slightly in lessons to challenge students more with their academic development while maintaining all of the strengths in personal development. The capacity for improvement is outstanding.

## What the school should do to improve further

- Challenge students to make more progress in their academic learning in lessons so that their achievement matches their personal development.

## Achievement and standards

### Grade: 2

Staff are successful in helping the students overcome significant barriers to learning. All groups of students make equally good progress including boys, girls, those with a statement of special educational need and minority ethnic groups. Students stay with the PRU for varying periods of time. Students achieve well in English, mathematics and science, even where they stay for short periods. Generally, the standards students reach are below age-related expectations, though a small number are in line. Many chances are on offer to develop information and communication technology (ICT) skills and the great majority of students make outstanding progress in this area as a result. The oldest students gain impressive accreditations and perform well in examinations. The accreditations gained include ICT, Duke of Edinburgh awards, entry level qualifications and GCSE passes (grades A to G) in a good range of subjects and Level 1 and 2 adult basic skills.

## Personal development and well-being

### Grade: 1

Students mature very well and develop good levels of self-discipline at each of the sites operated by the PRU. They demonstrate very strong values about care, cooperation and consideration for others. Spiritual, moral, social and cultural development is outstanding overall. For example, students form good relationships with staff and each other. Peer mentors are very keen to help others when they experience problems. Students do extremely good work in the community. This has included participation in community fun days and a graffiti wall project at a youth centre. Participation in many charitable activities shows that students understand that there are always people in the world less fortunate than themselves. Students have a good understanding of the contribution made to their lives by the rich diversity of cultures in Britain today. All of this prepares students extremely well for their future after leaving the PRU.

## Quality of provision

### Teaching and learning

#### Grade: 2

Good features of teaching include the emphasis on developing basic skills in literacy and numeracy. Classroom resources are used effectively to support learning and lessons move along quickly so that students can get through a lot of work. Students are managed well. Consequently, students are engaged well in learning and achieve well. Students especially value the small class groups and additional support provided by teaching assistants. Students say that this helps them to learn well because they get the individual attention they need. All these factors were clear to see in a very successful literacy lesson at the ACE site where students undertook work about spending a lot of money wisely if they should be lucky enough to have a national lottery win. The PRU has achieved high levels of successful support for students' behaviour and personal development in lessons but teachers have yet to drive on fully with improving achievement consistently across the PRU to the same high level.

## **Curriculum and other activities**

### **Grade: 1**

Students enjoy the curriculum very much. Personal, social, health and citizenship education is outstanding and this leads to extremely good personal development. For example, students gain a lot from the work they do on taking responsibility, understanding citizens' rights and helping others. Vocational education and work-related experiences enable students to prepare for their economic future extremely well. The PRU knows that students prefer to learn through practical experiences. Inspectors were impressed to see students' very good work in art, design and technology, and food technology. Many students are involved in integration activities with a number of secondary schools and this helps them to take advantage of chances for mainstream learning on a regular basis. Educational visits to places such as theatres and museums make an outstanding contribution to cultural development. The vast array of accreditations ranging from basic to higher levels means that students have plenty of opportunity to gain certificates.

## **Care, guidance and support**

### **Grade: 1**

Staff are highly committed to ensuring the progress and well-being of all students. Representative views from students include, 'Teachers are very patient, they have helped me to control my behaviour and I'm learning well now because of it'. Students respond very well to the certificates, prizes and treats on offer for good behaviour and effort in learning. Academic guidance and support are effective. Target-setting systems are well developed and students are given much guidance on how to improve. Adults are extremely good role models for students and help them to develop positive attitudes towards learning. Links with welfare, support and other agencies are outstanding. For example, students receive first-class support from medical practitioners, crime prevention officers and Connexions. Arrangements for safeguarding and ensuring the health and safety of students are in place and reviewed regularly.

## **Leadership and management**

### **Grade: 1**

The leadership of the PRU is successfully focused on promoting personal development and raising achievement. These outcomes are monitored closely and any problems are quickly identified and support put in place. The curriculum is continually reviewed to ensure that it provides enjoyable opportunities which match students' interests and help them to prepare for the future. Teaching is monitored rigorously and arrangements for professional development are very strong. The headteacher and other leaders know that the outstanding care and support for students in lessons is a key factor in their personal development. There is a sense of common purpose across the PRU as it now seeks to use challenging academic targets even more to raise achievement to match the outstanding personal development. Managers at each site have a very good understanding of the PRU's strengths and weaknesses. Inspection judgments match the PRU's self-evaluation. The PRU works with parents, outside agencies and the cluster of secondary schools very effectively and its actions to promote community cohesion are outstanding. Resources are well used to support learning and the PRU runs smoothly on a day-to day basis.

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## Annex A

**Inspection judgements**

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</b>	<b>School Overall</b>
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**Overall effectiveness**

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	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?	1
The capacity to make any necessary improvements	1

**Achievement and standards**

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	4
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

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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	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
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>	2
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	2
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?	1
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	1
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**

Thank you for all your help during the inspection of your unit. Inspectors enjoyed talking with you and learning about your work. Your unit is effective and the great majority of you make good progress. The curriculum is outstanding because there are many different chances for you to learn in the way you like to. Teaching and learning are good. You receive extremely good care, support and guidance and this is a key reason for your outstanding personal development. I was impressed by the suggestions made by the school council to improve things. I was also pleased to see the excellent contribution you make to the wider community through your fundraising for charities and many other activities. I can see that you are very well prepared for the future through the accreditations you achieve and the work-related experiences you take part in. You show good attitudes to learning and behave well. I am glad to see that the great majority of you have improved your attendance compared with your attendance at your previous schools.

Leadership and management of your unit are outstanding. The headteacher, management committee and staff are working hard to make sure you carry on doing well. In order to improve, your unit should help you to make as much academic progress in lessons as you do in your personal development. You can help to do this by working even harder.