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5 December 2008

Mrs Coleen Langton  
Head Teacher  
Young People's Education Centre  
Henderson Avenue  
Scunthorpe  
North Lincolnshire  
DN15 7RW

Dear Mrs Langton,

Ofsted survey inspection programme – Moving through the system

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 14<sup>th</sup> November 2008 to look at work on developing the future economic well-being of students in your centre and careers education.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions, but individual institutions will not be identified in the main text without their consent.

The evidence used to inform the judgements made included: Interviews with members of the senior management team, a telephone conversation with your connexions advisor, a meeting with a group of students, a meeting with the full staff team, observation of a food technology lesson, and review of documentation including students' files and course work.

Overall, your work in developing the future economic well-being of students in your centre is good. Most students develop a good level of self-confidence which is demonstrated by the initiative and involvement they demonstrate in the classroom and other activities. Students make good progress in their financial literacy and in their understanding of their career options. Students also develop a good appreciation of the skills and attributes necessary for success in the workplace.

Features of effective practice:

- Teaching and learning in careers education and economic well-being is good. Teaching is delivered well and is tailored to the personal needs of the students. Teachers are aware of individual students' targets and effectively differentiate to meet individual needs. Lesson objectives are clear and lesson planning is effective. The structure of lessons supports good learning. Small class sizes allow for very effective support.
- Students are prepared well for transition. They are supported to make informed and realistic decisions about their future and the future of their families. Good information is



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provided to inform students about benefits, further education, employment, training and staying on at school.

- The strategy for the development of economic well-being and transition is effective. Students benefit from the very close links between the centre and their host schools. This ensures that all aspects of the curriculum, including careers education, is available and is delivered well. The senior leadership team has established a vision for the centre and each of its students, which is focused upon achievement and well-being. Students are comprehensively assessed on entry to the centre and challenging targets are set and reached by the majority of students. Target setting and monitoring of progress is effective and very well managed.
- Economic well-being is effectively integrated and embedded across the curriculum. Students demonstrate good awareness of local, national and international economics and the impact of the recent recession. They know how this will affect them and their families.
- Students benefit from very well co-ordinated lessons which take full account of the progress made in the host school. Many students are supported in their work by both their school and the centre. The effective liaison between institutions ensures students make good progress towards completion and exams with the minimum of disruption.

Areas for further improvement, which we discussed, include:

- Senior managers are not aware of the recent quality standards in careers education and guidance. The centre accesses information, advice and guidance through the local Connexions service. The centre has no systematic oversight of this provision.
- There is insufficient teaching in parenting skills. Students who are preparing for parenthood, and those new to parenthood, are not sufficiently prepared for the challenges ahead of them. A recent reorganisation of children's centre staff has resulted in the withdrawal of specialist public health practitioners who provided the parenting education.

I hope these observations are useful as you continue to develop economic well-being in the centre.

As I explained, a copy of this letter will be sent to your local authority and will be published on the Ofsted website. It will also be available to the team for your next institutional inspection.

Yours sincerely

Dr Dan Grant

Additional inspector

