

INSPECTION REPORT

PHOENIX HOUSE PUPIL REFERRAL UNIT

Grimsby

LEA area: North East Lincolnshire

Unique reference number: 117702

Headteacher: Heather Hawkes

Lead inspector: Noreen Buckingham

Dates of inspection: 9th-12th February 2004

Inspection number: 260126

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Pupils with social, emotional and behavioural difficulties, permanently excluded /at risk of exclusion
School category:	Pupil Referral Unit
Age range of pupils:	6 to 16
Gender of pupils:	Mixed
Number on roll:	49
School address:	Harold Street Grimsby
Postcode:	DN32 7NQ
Telephone number:	01472 351412
Fax number:	01472 349318
Appropriate authority:	Local education authority
Name of chair of governors:	Mr P Elwiss
Date of previous inspection:	February 1999

CHARACTERISTICS OF THE SCHOOL

Phoenix House Pupil Referral Unit admits boys and girls between Years 3 and 11 who have been excluded once or twice from school and a small number who are at risk of being excluded. This latter group of pupils are in Years 7 to 9 and the intention is that they have six weeks (Route 6) in the unit prior to returning to their mainstream school. Other pupils stay for one or two terms and are then reintegrated into mainstream education. A minority of pupils in Year 9 transfer to Park House and Year 10 where they stay until they leave full time education. The unit is situated on two sites, Phoenix House for pupils in Years 3 to 9 and Park House for pupils in Years 10 and 11. The units have quite clear and distinct aims for the pupils they teach. It is the only provision of its kind in North –East Lincolnshire. The unit also has an outreach role and supports pupils in mainstream schools who are at risk of exclusion and also those pupils who are being reintegrated back into mainstream education.

Currently there are 49 pupils on roll of whom only one is female. One boy in Year 4 attends the pupil referral unit on a part time basis and 18 pupils are dual registered but continue to attend the pupil referral unit full time. All pupils have social, emotional and behavioural difficulties and a few have additional problems such as moderate learning difficulties and one pupil has a physical disability. 16 pupils have statements of special educational needs. A minority of pupils have had experience of special schools but the placements have failed. Two pupils are in the care of the Local Education Authority.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
16722	Noreen Buckingham	Lead inspector	Mathematics
			Music
			Modern Foreign Languages
11368	Kate Lee	Lay inspector	
23549	Helen Eadington	Team inspector	English
			Art and design
			Design and technology
			Religious education
17323	David Smith	Team inspector	Science
			Physical education
			PHSE and Citizenship
22466	Diane Pearson	Team inspector	Information and communication technology
			History
			Geography
			English as an additional language
			Special educational needs

The inspection contractor was:

Eclipse Education (UK) Limited
 14 Enterprise House
 Kingsway
 Team Valley
 Gateshead
 NE11 0SR

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Phoenix House Pupil Referral Unit gives a good education to pupils and the outreach service it offers is effective in supporting pupils in mainstream schools. Pupils achieve well because the teaching is generally good and teachers use assessment information well to set individual targets which are used in their planning. Teachers and teacher aides work very well together in the classroom, which supports pupils' learning. Leadership by the headteacher is very effective and the unit is managed well. The management committee undertakes its responsibilities well and the unit gives good value for money.

The school's main strengths and weaknesses are:

- The leadership by the headteacher is very good.
- Assessment procedures are effective and the information is used very well to set targets on pupils' individual education plans.
- Work related learning is very effective.
- Teaching and learning in science and design and technology at Key Stage 3 is very good and as a result pupils achieve very well.
- The teamwork between teachers and teacher aides is very effective and makes a significant contribution towards pupils' learning.
- The outreach service is effective and is valued by participating schools.
- The unit works well with parents.
- The deputy head has insufficient involvement in monitoring and evaluating the work of the unit.
- The poor attendance of some pupils and instances of disruptive behaviour limits their achievements.
- Some aspects of the management of the Key Stage 4 provision lacks rigour.

The unit has made good improvement since it was last inspected in February 1999. It has gained the Investors in People Award, which has had a very good impact on professional development within the unit. The issues from the last inspection have been successfully addressed. Most of the units' procedures for monitoring its work have been revised; the unit now occupies two sites which has allowed it to expand provision at all key stages: it has developed intervention programmes for Key Stage 2 pupils leading to better inclusion and has appointed additional support staff to do this; it has developed a six week bridging programme providing a quick response to permanently excluded pupils in Key Stage 3 and has increased the range of externally accredited courses for Key Stage 4 pupils.

STANDARDS ACHIEVED

Pupils' achievement at the end of:	In relation to individual targets in:	
	Subjects of the curriculum	Personal and social education
Year 6	Good	Good
Year 9	Good	Good
Year 11	Satisfactory	Good

Inspectors make judgements in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor.

Standards are below what would normally be expected for pupil's ages mainly due to prolonged absences and exclusions from school. Nevertheless pupils generally achieve well during their short time in the unit because their attendances improve, as do their attitudes to school and consequently they use the opportunities provided to learn and make good progress. Pupils make good progress in achieving their targets on their individual education plans between Years 3 and 9 and satisfactory

progress in Years 10 and 11. This difference is mainly due to increased attendance problems, as the pupils grow older, which leads to a lack of continuity in their learning and also some inconsistencies in the management of their behaviour. Pupils in Years 7 to 9 achieve very well in science and design and technology due to the consistently very good teaching and secure subject knowledge of the teachers.

The development of pupils' personal skills is good because of the effective ways behaviour is managed and the work related learning experiences. **Pupils' spiritual and moral development is good** and the promotion of social skills and cultural awareness are satisfactory. **Attendance is satisfactory overall** because most pupils show a good improvement in their level of attendance but some pupils continue to have a high rate of non-attendance and this affects their achievements.

QUALITY OF EDUCATION

The quality of education provided by the unit is good. Pupils are offered a broad and balanced curriculum which gives them a wide range of relevant experiences. In Key Stage 4 pupils have access to college courses and a wide variety of work related opportunities which prepares them well for the next stage of their life. A number of outside agencies support pupils' personal, social and health education and Connexions gives them good careers support. The curriculum is well planned to emphasise literacy and numeracy skills so that pupils have a better chance of accessing the curriculum when reintegrated into mainstream school. **Both teaching and learning are good** overall with some very good teaching in science, design and technology, personal, social, health education (PSHE) and English. Pupils are well cared for and given good support and guidance about their personal development and academic needs.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school is good overall and the leadership by the headteacher is very effective and is instrumental in maintaining the good standards achieved by the pupils. Leadership by other key staff is satisfactory but has aspects which need further development, for example, the strategic role of the deputy headteacher has not been promoted and some aspects of the management at Park House lack rigour. The management committee both supports and challenges the leadership of the unit and knows its strengths and weaknesses and ensures that statutory requirements are met. The unit has particular difficulties in recruiting and retaining staff for the Park House annexe and this leads to some weaknesses in subjects such as science and information and communication technology (ICT).

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents' views of the unit are very positive. They appreciate the care and support given to their children. Pupils are generally happy during their time in the unit and feel that staff have time for them and listen to their views.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Develop the role of the deputy headteacher to include monitoring and evaluation of teaching and the curriculum and other important areas of the school's work.
- Review the management procedures at Park House in order to ensure the consistency of behaviour management especially in relation to the smoking policy
- Review the units systems for improving attendance both within the unit and out of the unit.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

STANDARDS ACHIEVED IN AREAS OF LEARNING, SUBJECTS AND COURSES

Standards are below what would normally be expected for their age but this is due to a disrupted pattern of education and previous poor attitudes towards school and learning however, overall pupils achieve well during their time they attend the unit.

Main strengths and weaknesses

- Pupils' achievements in science and design and technology at Key Stage 3 are very good.
- Pupils generally make good progress towards achieving the targets in their individual education plans.
- Pupils in Key Stages 2 and 3 generally improve their all round performance during the time they attend the unit.
- Poor attendance by some pupils and instances of disruptive behaviour limits achievements.
- A lack of secure subject knowledge of some teachers in Key Stage 4 limits pupils' achievements.

Commentary

1 Except for a very few pupils the majority have been excluded from school once or twice and are generally disaffected with education. They have histories of poor attendance and this, coupled with poor attitudes to learning mean that their levels of achievement on entry to the unit are below what would normally be expected for pupils of their age. In addition the unit only offers short-term placements for most pupils except those who are admitted in Years 10 and 11 who remain until they leave at the end of Year 11. A further small number of pupils who are at risk of being excluded are offered a six- week placement.

2 In science and design and technology pupils in Key Stage 3 achieve very well because the teaching is very good and teachers have high expectations of the pupils both in terms of work and behaviour. The activities motivate pupils and they join in lessons willingly. In science the lively and enthusiastic approach of the teacher coupled with her high expectations means that pupils respond very well to the challenges, participating fully in the lesson and making very good gains in their learning. They enjoy the investigative and experimental tasks in science and handle equipment with care. Her secure subject knowledge is instrumental in extending pupils thinking by good questioning and her ability to motivate the pupils. She is confident and her positive attitude rubs off on the pupils and they respond by behaving well and working hard. Similarly in design and technology pupils take great pride in producing a pizza. They follow instructions carefully and concentrate well to ensure they have the correct amount of ingredients and choose their individual toppings with care. When working with resistant materials such as wood, teachers give very clear guidance about particular techniques, for example, sanding or using a chisel, and pupils respond positively. All staff have very good relationships with the pupils which results in a positive working atmosphere. Pupils work best when there is a practical element to the task and they have something to see at the end of the lesson.

3 Because assessment procedures are thorough teachers can plan individual work effectively and this helps pupils to achieve in line with their abilities. Assessment helps teachers to identify gaps in pupil's knowledge and any barriers, which may slow down the learning process. Analysis of how successful pupils are in achieving their targets on individual education plans (IEP) in English and mathematics show a high rate of success and records show that pupils are making good progress. This information enables the unit staff to evaluate the effectiveness of their strategies.

4 It is the intention of the unit that pupils in Key Stages 2 and 3 attend for relatively short periods of time, i.e. one term which can be extended to two terms if it is felt that pupils would be unsuccessful in mainstream school. There is an emphasis on developing literacy and numeracy skills and the unit quickly identifies gaps in these areas and sets appropriate targets for improvement. Their academic achievements are supported by detailed behaviour plans and pupils' targets are reviewed daily and discussed at the end of each lesson. Information in Pupils' Progress files shows that the majority of pupils make good gains in their academic and behavioural targets. Strategies are designed to not only improve pupils' attitudes to learning but also to improve their ability to work as a group and independently. In addition many pupils improve their attendance and while this may still not be satisfactory for them all, most have also developed more positive attitudes towards education and this in turn has usually resulted in a change for the better in their behaviour. Many are apprehensive about returning to a mainstream school but records demonstrate that the unit is successful in reintegrating most of these pupils into school but a few do transfer to Key Stage 4 and remain until they leave full time education.

5 Although most pupils improve their attendance during their time at the unit some continue to have a poor attendance record and this obviously limits their opportunities for learning and as a consequence continuity in learning across subjects of the curriculum is patchy. In these circumstances pupils' achievements are limited. Teachers make every effort to keep pupils up to date with examination work but their absences make this difficult. In addition pupils behaviour can disrupt the flow of lessons when they absent themselves for short periods of time or when there is a low level of general interruptions. When teachers have good strategies for managing behaviour interruptions are kept to a minimum and pupils respect the teachers' intervention but on occasions some teachers lack confidence and ignore the disruption so limiting some pupils' achievements.

6 In some subjects such as science and ICT the lack of a secure subject base knowledge leads to a lack of confidence by the teacher to question and challenge pupils and so lessons are very mundane and teaching is often cautious, for example, there is very little investigative work undertaken in science at Key Stage 4 but pupils do sufficient to allow them to gain accreditation. Teaching in ICT lessons does not meet the needs of all pupils, which means that some do not make as much progress as they might.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour and personal development have improved since the previous inspection and are now satisfactory overall. Attendance is also satisfactory because most pupils show a marked improvement compared to their attendance in mainstream school. Pupils' moral and social development are good and their spiritual and cultural development is satisfactory.

Main strengths and weaknesses

- Many pupils show good attitudes to their work due to the good teaching and support of teacher aides in class.
- At times, the poor behaviour of some pupils disrupts learning and affects achievement. The number of exclusions is high.
- Provision for social and moral development is good. This is having some impact on the attitudes and behaviour of pupils.
- Staff act as good role models and treat pupils with respect.
- Despite the unit's efforts, some pupils still have a low rate of attendance, which limits their achievement.

Commentary

7 Many pupils show interest in their work and so achieve well because most teachers promote very positive relationships and encourage a purposeful atmosphere in class. Parents agree that their children's attitudes and learning have improved since coming to the unit. All adults make it clear that pupils are expected to work sensibly and behave well. Often, individual pupils find this

difficult and their outbursts of poor behaviour lead to lost time in lessons as staff have to deal with disruptions. Some pupils also absent themselves from lessons but often feel able to return and get on with their work. Pupils are right to feel that others do not always behave well. In the best lessons, class teachers are very skilled at diffusing potential situations and so pupils' learning is not affected, however there are occasions when poor behaviour and rude language is ignored and this limits pupils' learning. It is mainly due to inconsistencies in managing behaviour at Park House and a lack of monitoring these instances. Because of the high turnover of pupils and the short time that most spend in the unit, exclusions are used appropriately to deal with instances of extreme behaviour. Most are for very short periods and the number is reducing over time. The unit is successful in improving the behaviour of most pupils sufficiently for them to return to mainstream school.

8 Staff act as very good role models, promoting an atmosphere of calm and treating pupils with respect. They are consistent in their efforts to boost pupils' self-esteem as pupils can become easily discouraged when they think that they cannot do something first time. This persuades pupils to try again and feel proud when they succeed. Pupils understand the clear rules of the unit but need constant reminders to stick to them. They understand the difference between right and wrong and this is emphasised by staff in a range of situations. There is good provision through personal, social, health education (PSHE) lessons for pupils to think about how their actions may affect others. Pupils are encouraged to take responsibility for their own behaviour and make the right choices.

9 The unit monitors attendance very closely in order to promote good attitudes to school and tries very hard to encourage pupils to attend regularly. It awards certificates for good and improved attendance and each day follows up any unexplained absence. These efforts are successful in that most pupils have much improved their attendance but for many pupils it is still not high enough for them to benefit fully from their time in the unit. The unit works closely with the Education Welfare service to target individual pupils whose attendance is causing concern.

Attendance

Attendance in the latest complete reporting year (80%)

Authorised absence		Unauthorised absence	
School data	17%	School data	3%
National data	N/A	National data	N/A

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

*The regular movement of pupils in and out of the unit makes it difficult to obtain accurate figures for attendance over a year.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	49	54	1

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

10 The quality of education provided by the unit is good. This is because teaching overall is good and pupils achieve well. In addition a well-constructed curriculum which is enriched by a wide

range of extra-curricular activities, gives pupils good opportunities to develop skills and enhance their personal and social skills. Older pupils have a very good work related programme which prepares them well for leaving the unit. They are also supported by a number of outside agencies, such as Connexions, which support pupils' personal and health development. The care and guidance given to pupils is good and they are well supported when they return to mainstream school. Links with other school and colleges and with the community are very good. Parents are very supportive of the unit and appreciate how it works with their children. The unit seeks the views of pupils at their annual reviews and tries to address any concerns.

Teaching and learning

11 The quality of teaching overall is good across the unit and because of this pupils learn well. Assessment procedures are thorough and the information is used well to support target setting and teachers' planning.

Main strengths and weaknesses

- Lesson planning is good and provides a structured framework for teaching.
- Very good teamwork between teachers and teaching aides supports pupils learning very well.
- Lack of subject expertise in some subjects limits pupils' learning.
- When too much time is spent on managing behaviour learning opportunities are missed and time is wasted.
- Assessment is used well across the curriculum and helps in planning the next stage of learning.

Commentary

12 In the majority of lessons planning is detailed and identifies individual targets so that the abilities of all the pupils are met. This is particularly evident in English and mathematics when pupils IEPs provide a very helpful basis for lessons. Most staff display the learning objectives for the lesson on the board so that pupils can be reminded about what it is they are aiming to achieve. Teachers use their knowledge of pupils to make sure that they are all involved in the activities. This is particularly well done in Key Stage 2 where the teachers and teacher aides work with individual pupils. In science in Key Stages 2 and 3 lessons are planned so that the activities maintain interest and momentum and consequently pupils are not given any opportunity to misbehave or become bored.

13 Teacher aides are very well deployed and make a significant contribution to pupils' learning. They are involved in day- to -day routines and work with teachers in every area of the pupils' time in the unit which means that they know pupils very well. Teacher aides work successfully with individual pupils and small groups so they receive a high level of support which results in pupils making good gains in their learning. They are a very skilful and informed group of staff and have very clear roles in lessons. There is a good sense of purpose and common understanding between staff and management strategies for each pupil is agreed by all staff so that generally pupils are managed consistently and all staff have good relationships with pupils and treat them with respect. They want pupils to do well and provide a supportive learning environment. Pupils are praised when they try hard and staff encourage pupils to stay on task by making lessons as interesting as they can, for example, in a food technology lesson pupils made pizzas and learned how to knead the dough base and in a science lesson pupils were very careful when using Bunsen burners and liquids. Pupils enjoy practical activities and respond well which increases their opportunities for learning.

14 Most teachers have secure subject knowledge of the subjects they teach but there are occasions especially in Years 10 and 11 when teachers are not so confident about what they are teaching and miss opportunities to extend pupils' learning and teaching lacks challenge. Instances of this occur in science when pupils have very infrequent opportunities to undertake any investigative or practical work because of the teachers' limited subject knowledge and in ICT when a combination of insecure subject knowledge and ineffective strategies to manage behaviour resulted in pupils' not

making much progress. These lessons are not as effective in motivating pupils to stay on task and they sometimes absent themselves for a short period of time which disrupts the flow of the lesson, or there is an underlying disinterest and they do not readily respond. Sometimes during a lesson pupils will chat amongst themselves while working but at other times they shout, are sullen and time is wasted encouraging them to return to the task in hand. Because the lessons are an hour duration pupils do tend to settle to work knowing also that if the work is not completed they will lose points and free time.

15 On arrival at the unit pupils undergo a baseline assessment as well as a range of other assessment tests to ascertain the level at which to pitch work and from which to set individual targets. Assessment procedures are good and the information is used very well to set targets on pupils' IEP's. When used in lesson planning it enables teachers to involve all pupils in lessons at their own level and also encourages them to work independently whenever possible. In addition all staff and pupils are aware of their individual behaviour targets and these are reviewed at the end of lessons and points awarded. Some of these targets relate to the effort pupils have made in their work so pupils have some incentive to remain on task and work hard.

Summary of teaching observed during the inspection in 52 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	10 (19 %)	22 (42%)	19 (37%)	1 (2%)	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

The curriculum

16 The curriculum is good and provides a wide range of learning experiences for pupils. Accommodation is good and has a positive impact on learning, especially in practical subjects, and the unit has a good range of resources to meet the demands of the curriculum and the pupils. The unit uses local facilities very well to enhance pupils' opportunities both within and outside of the school day.

Mains strengths and weaknesses

- The broad range of subjects supports pupils learning in Years 3 to 9 in order to return them to their schools.
- Pupils' additional special needs are met effectively.
- The provision for personal, social and health education is good.
- Pupils are supported well to return to and maintain their place in school. Older pupils are given good opportunities to experience college links and work placements in preparation for leaving school.
- Successful planned activities promote participation both within and outside the school day. This includes opportunities for sports and the arts.
- The work related curriculum is very effective.

17 The curriculum for pupils in Years 3 to 9 provides a range of worthwhile curricular opportunities that cater for their interests, and particular needs. This ensures progress both in learning and acceptable behaviour in order that most return to their mainstream school. Pupils in Years 10 and 11 respond well to work related programmes and accreditation opportunities relate well to the community work undertaken and the two-day modern work experiences often lead to successful extended work placements and also prepares pupils very well for college. Across the unit the curriculum is well planned with the aim of maintaining a link with mainstream schools while at the same time boosting basic skills.

18 Individual and special educational needs are effectively met and this ensures all pupils have equal access to the curriculum. As most pupils lack confidence an appropriate emphasis is placed on skills in literacy and numeracy and the planned use of English is very good throughout all subjects. The provision for personal, health and social education is effective, with outside agencies contributing to learning. The good use of games and tasks encourage pupils to understand their own behaviour. For example, when discussing a story about a boy who experiences negative elements throughout the day, pupils in Year 9 can identify each element and come to the conclusion, 'that was a bad day'. Tutor time is used effectively to discuss the previous day. Pupils can express how they feel if something was particularly successful and know what their targets are to improve. Sex education is taught as part of the science curriculum.

19 A team of teachers and teacher aides use a variety of sensitive approaches to support pupils to return to and maintain their place in school. Relationships between special support departments, parents, pupils and staff are very successful and are supported by meticulous assessment records. Older pupils experience success at Park House, this prepares them well for the world of work or extended college placements.

20 Good opportunities are provided for pupils to develop personal and social skills through the breakfast club and lunchtime games of football, table tennis and computer work. The weekly after school football session with tea to follow is well attended. At the end of each half term pupils enjoy rock climbing, sailing, swimming and skiing activities. Pupils are involved in drama and music with visiting performers and all enjoy performing in an annual Christmas concert, which is well attended by parents. Teachers and teacher aides are well qualified and experienced to meet the demands of the curriculum for pupils in Years 3 to 11 but staff expertise is not always used as well as it might be, for example, the science and ICT specialists could be used more effectively to support learning in Years 10 and 11. The accommodation in both units is spacious, well furnished, bright and welcoming which results in a good learning environment for the pupils. There are very good specialist rooms at Park House including a science laboratory, ICT suite, design and technology room and food technology room. This is a very good improvement since the last inspection. Resources for ICT have greatly improved, the library service is used well and there is an adequate range of books for reading and research. Community sports and recreation facilities are used very well to support learning.

21 The work-related curriculum is very well managed and as a result the majority of the pupils are prepared very well for their move to work or college. The high priority placed on this aspect of the curriculum is reflected in the fact that, in addition to a teacher, a teacher aide has been allocated responsibility for the work-related activities in the unit. This ensures that there is sufficient time and support devoted to this very successful aspect of the unit's provision. The vocational classroom in the unit has a very good range of resources and consequently is a very well used facility. The pupils' curriculum is planned using ASDAN Courses. This provides a very clear structure to the pupils' vocational studies and also gives the opportunity to have their work accredited externally. The assessment of the pupil's progress is very thorough and as a result the pupils take great pride in their folders. A very successful emphasis is placed on the recognition and celebration of the pupils' achievements and many of them are justifiably proud of the progress that they are making. Work placements for the Year 11 pupils are a particularly strong feature of the work-related curriculum. The placements are very well organised and as a result the majority of the pupils complete a very successful placement. A pupil that is currently working with local electricians is very well integrated into the work setting and is very keen on becoming an electrician in the future. Some pupils find it very difficult to work with others but the staff try hard to provide the pupils with a positive and real experience of work. The Year 10 pupils take part in a range of useful community based projects and these help to develop their abilities to work in a team. The pupils have the opportunity to attend "taster days" at college and some of the pupils maintain successful college placements. The pupils are well supported by a range of agencies such as Connexions and these contacts help the pupils to develop the key skills for the transition from the unit to work.

Care, guidance and support

The unit takes good care of its pupils. It provides good support and guidance to enable pupils to move on from the unit. It involves pupils in its work in a satisfactory way by enabling them to give their views at annual reviews.

Main strengths and weaknesses

- Staff promote very good relationships with pupils and show concern for their welfare.
- There are comprehensive procedures to promote and monitor pupils' behaviour.
- Pupils know their targets for behaviour and are involved well in assessing their progress.
- The consistency by which older pupils are managed is not sufficiently rigorous.
- The unit provides effective support and guidance for pupils to reintegrate into mainstream school.

Commentary

22 The unit has a friendly atmosphere which provides a good environment for learning. Staff know their pupils very well and promote warm relationships with them. Staff support pupils well throughout the day and this support helps pupils to improve their attitudes to work and their behaviour. Most pupils feel that they have an adult to talk to if they have a problem. Parents too are generally agreed that their children like the unit and are much happier. The unit takes good care to ensure pupils' welfare, having effective procedures to deal with child protection and safety issues. However, the unit has had less success in dissuading pupils from smoking and the management of older pupils in this respect is not sufficiently rigorous.

23 The close monitoring of pupils' attitudes and behaviour enables staff to create a very clear picture of pupils' circumstances and so set appropriate targets for pupils to improve. However the management of behaviour for older pupils is not always consistent and sometimes is ignored. Pupils are reminded of these targets each morning and at the end of the day staff discuss with pupils their feelings on how the day has gone. The regular formal reviews make a clear assessment of pupils' progress and give consideration to the views of pupils and their parents.

24 The Outreach service is effective in supporting pupils in mainstream school. Pupils at risk of exclusion benefit from regular visits from the Outreach team who work with them on strategies to modify their behaviour and offer support for any problems they may have. The service provides a very good opportunity for pupils to talk about how they are coping and assessing their progress for the week. Pupils obviously know the Outreach teachers, are comfortable to share any successes or difficulties with them and willing to try their suggestions to make life in school better. There are also caring arrangements for pupils returning to mainstream where they are supported by teaching aides from the unit in order to ease the transition and help them settle into a new school.

Partnership with parents, other schools and the community

The unit promotes a very good partnership with parents and carers and with other schools and colleges. There are very good links with the community and the outreach service provided by the unit is effective and much appreciated by schools.

Main strengths and weaknesses

- Parents and carers show good support for the unit's efforts for their children.
- The unit provides very good information for parents and involves them well in its work.
- The outreach provision is effective in working with schools to provide support for pupils in mainstream education and for those pupils returning to mainstream.
- Links with the community are used well to extend pupils' experience.

Commentary

25 Parents and carers agree that the unit works closely with them in all aspects of their children's life there. They are kept very well informed of their children's progress through the weekly reports and through regular telephone contact. Parents are pleased that they are told when their children are doing well, not just when they have problems. They feel that class teachers have time for them and listen to their views. The unit produces a very useful brochure for parents on its work which helps the induction of pupils. Parents support their children at the regular review days when they are shown their children's work and also at events such as the Christmas production. Parents are happy with this aspect of the unit's work and would like to extend it further so that they could meet together as a group to offer mutual support.

26 The Outreach service is organised well and has purposeful links with mainstream schools in order to guide and support pupils. Schools and parents are appreciative of the Outreach work. Outreach and school staff liaise on a regular basis to exchange ideas and agree strategies for working together with specific pupils to enable them to achieve well in mainstream education.

27 The unit works with many outside agencies in the community to benefit pupils such as the Connexions service so that older pupils can take part in work experience and learning. The Park House Education for Work booklet gives students, parents and employers very useful information on the alternative curriculum that it provides. The unit also makes a good number of visits to places of interest and gives pupils the opportunity to take part in a wide range of sports, which enrich the curriculum and pupils' personal development.

LEADERSHIP AND MANAGEMENT

The leadership and management of the unit are good. The leadership of the headteacher is very good whilst the leadership of other key staff is satisfactory. The management committee carry out their responsibilities well. The commitment of all staff along with the strong determination of the headteacher for the unit to develop and succeed are significant in raising pupils' achievements but the unit has difficulty recruiting and retaining as many experienced staff as it would like.

Main strengths and weaknesses

- The headteacher has very high aspirations for the unit.
- Very effective teams are created in this very inclusive unit.
- The management committee is effective.
- There are weaknesses in the development of the role of the deputy headteacher and some management issues with the Key Stage 4 provision.
- There are problems in the recruitment and retention of staff.

Commentary.

28 The headteacher has a very clear ambition to use her energy and skills in the drive for continual improvement in the unit and this has a positive impact on the pupils' achievements. This determination, coupled with her high aspirations, is effectively embedded in a good development plan that clearly identifies the strengths and weaknesses of the unit and provides a firm steer on the way forward. She effectively monitor the quality of teaching and this role has been effectively delegated to the unit manager as part of his performance management responsibilities. The headteacher manages the very effective continuing professional development of the staff and consequently the pupils make good gains in their learning and achieve well. The headteacher and the rest of the staff are very committed and very successful in developing an ethos that is both educationally and socially inclusive.

29 The staff work very effectively in teams and this helps to boost the pupils' achievements and personal development. The very good teamwork is a strength in the effective induction of new staff as they settle quickly into the unit. There are frequent opportunities for the staff to meet and as a result they get to know the needs of the pupils very quickly. This teamwork is demonstrated very

effectively in the pastoral meetings with the pupils, as the staff and pupils work well together in the best interests of the pupils. It is particularly notable that the pupils on a short-term placement benefit from the team ethos in the school and are quickly settled into the unit. Where staff work very well as a team and are willing to give their time, for example, when providing the after school football club the pupils respond very well to the opportunities provided. A teacher and teaching assistant work very well as a team to provide the work related curriculum and as a result the provision is very good.

30 The members of the management committee provide a good range of relevant experience and as a result they make a good contribution to the continual improvement of the unit. They are aware of the strengths and weaknesses of the unit and provide both challenge and support to the headteacher. Their monitoring role is carried out effectively by the local education authority representatives on the management committee and this ensures that the committee members are well informed about the quality and standards of the unit's provision.

31 The deputy headteacher has not fully developed his leadership and management roles and as a result he is not sufficiently involved in driving forward continual improvement in the unit. The deputy headteacher does not monitor the quality of teaching and standards across the unit and therefore is not sufficiently aware of the strengths and weaknesses of the provision which limits his ability to raise standards. While the overall management of the Key Stage 4 provision is satisfactory there are some weaknesses in the consistency in the way agreed standards are maintained.

32 The unit faces ongoing problems in the recruitment and retention of quality teachers and in particular for staff to teach the specialist subjects to the Year 10 and 11 pupils. This results in non-specialist staff teaching a range of subjects and this is particularly evident in the teaching of science, information and communication and technology and mathematics. This leads to some unsatisfactory teaching and learning in information and communication and technology and weaknesses in the teaching of science and mathematics. There are weaknesses in the professional development of the other staff, for example, some of the teachers for the pupils in Years 10 and 11 have limited confidence in their ICT skills. When considering the deployment of the total teaching staff at the two units there are possibilities to alleviate some of the deficiencies. For example, the very good science specialist for the pupils in Years 8 and 9 is not deployed to teach the older pupils and as a result their practical work is limited and their achievements are only satisfactory.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	£713,246
Total expenditure	£713,246
Expenditure per pupil	£10,488

Balances (£)	
Balance from previous year	£45,130
Balance carried forward to the next	N/A

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

SUBJECTS AND COURSES IN KEY STAGES 2, 3 and 4

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Teaching is good overall and pupils' abilities and progress are very well assessed.
- Pupils in Key Stages 2 and 3 benefit from many planned opportunities for improving their speaking and listening skills, but there are insufficient opportunities for pupils in Key Stage 4.
- Most pupils improve their reading and writing skills well.
- The English programme for Route 6 pupils is very well matched to their learning and social needs.
- Pupils in Key Stage 4 succeed in nationally accredited courses.
- On occasion disruptive behaviour limits pupils' achievement and progress.

Commentary

33 The provision is good because teaching is good overall and never less than satisfactory. Consequently most pupils achieve well and make good progress in speaking and listening, reading and writing, in relation to their individual learning targets. This increases their confidence and self-esteem.

34 Teachers of English have a good understanding of the subject, plan well and use a variety of work and resources to interest and encourage pupils. The support pupils receive from teaching assistants is of good quality and makes a significant contribution to their progress. Disruptive behaviour is usually managed firmly and calmly although, on occasion, behaviour is particularly challenging and restricts the learning of individuals and groups. The principles of the National Literacy Strategies have been incorporated into planning so that, for instance, most lessons start with a short, briskly paced activity which settles pupils to their work. Assessment procedures and record keeping are very thorough and information from assessment is very well used in identifying the literacy targets in pupils' individual education plans. In Key Stages 3 and 4 "Successmaker", an ICT programme, is effectively used to reinforce and extend pupils' learning.

35 As pupils in Key Stages 2 and 3 settle into the unit they make good progress in developing their speaking and listening skills. This is because they frequently take part in well-planned discussions where they learn to speak to an audience and to use the correct vocabulary for different subjects. Consequently they begin to appreciate the idea of turn taking and the need to listen to others, although not all of them always apply this understanding consistently. However, in Key Stage 4 pupils have insufficient planned opportunities to speak for an audience and therefore they make only satisfactory progress in this area.

36 Pupils make good progress in reading. There is an appropriately strong emphasis on extending their recognition of high frequency words and on the development of phonic skills for reading and spelling. Most pupils learn to use a range of cueing systems to work out unknown words. They benefit from the many opportunities they are given to read aloud, and most are willing to do so, even when their skills are limited. This promotes their fluency and confidence well. At all ages pupils discuss a wide range of texts, predict possible outcomes and comment on characters and events. Their enjoyment of stories is effectively promoted by teachers' expressive reading.

37 Pupils produce a wide range of writing and most make good progress over time. By Year 6 most write in sentences using capitals and full stops correctly, and choosing vocabulary to create

particular effects. By the age of fourteen pupils write in a range of styles, and express their thoughts and viewpoints in non-fiction writing such as book reviews. They are beginning to develop characterisation and understand the need to write an account in chronological order. Although many are reluctant to write, the use of writing frames and mind maps for planning enables them to develop their ideas and draft and refine their work. During Years 10 and 11 pupils of all abilities are prepared for the world beyond school and for a range of external accreditation opportunities, which now includes GCSE. Consequently they become familiar with the language and conventions of form filling and letter writing which enables them to complete applications. Most pupils are motivated by the accredited courses they take and work hard to complete their assignments well. However, higher attaining pupils tend to make no more than satisfactory progress as occasionally the work they are given relies too heavily on work sheets and is insufficiently challenging. Throughout the unit pupils take pride in presenting their writing with the use of ICT, and seeing their work on display. Many routinely use dictionaries to support their writing.

38 The Route 6 English programme is very well planned to meet the learning and social needs of the pupils involved and consequently they make good progress in literacy skills during their six weeks in the unit. However, because many are already badly disaffected by the time they are admitted, they frequently cannot maintain their improved skills and confidence when they return to school, and some are excluded and return to the unit at a later date.

39 The coordinators for each key stage understand the subject well. The strengths and weaknesses of each phase have been identified and action is being taken to improve the provision further.

Language and literacy across the curriculum

40 Literacy skills are developed across all areas of the curriculum, particularly during Key Stages 2 and 3. Many opportunities are provided in other subjects for pupils to practice speaking and listening, reading and writing and this has a positive effect on their achievement.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Lesson planning is good and clearly identifies individual needs.
- Assessment is used very well to set targets in pupils' individual education plans.
- The curriculum is well organised at Key Stage 2, the Key Stage 3 strategy has been well adapted and pupils in Key Stage 4 have opportunities for external accreditation.
- Time is sometimes wasted in dealing with disruptive behaviour.
- Mathematics is used appropriately across the curriculum.

Commentary

41 Lesson planning is good and mostly follows a well-structured plan, which shows the effective way the National Numeracy Strategies have been well implemented across the unit. Teachers plan the use of resources, which they think will interest pupils and maintain their interest. Planning also shows the level of support and the strategies, which will be most successful with individual pupils. Pupils know the routines used by different teachers across the unit which gives them a degree of security especially the younger pupils who work on their IEP targets prior to the main topic. The plenary session gives the teacher a good opportunity of assessing how much pupils have understood. Others respond with varying interest to a short oral mathematics session before getting down to the particular theme of the lesson. Plenaries are appropriately planned but sometimes are rushed and are overtaken by the awarding of points and so are not used as effectively as they might be.

42 Assessment procedures are very good in mathematics and following baseline assessment targets are set in pupils individual education plans. Assessment is accurate and enables teachers to involve all pupils in lessons by identifying individual needs in lesson plans. IEP's are reviewed regularly depending on how long pupils remain in the unit. In lessons teachers assess understanding by good questioning and by marking work which means that any misunderstanding or uncertainties are immediately dealt with which helps to build pupils' confidence and supports their learning.

43 The unit has adapted the National Numeracy Strategy well for pupils in Years 3 to 6 and the range of work pupils do compares well with what would be expected in mainstream school. Similarly the Key Stage 3 Strategy is used well to keep pupils in touch with what is being taught in mainstream schools which eases their reintegration. Pupils in Years 7 to 9 have access to "Successmaker" an ICT programme which is used well to assess pupils' progress, giving staff additional information about pupils knowledge and understanding of basic mathematical skills. In Years 10 and 11 pupils work towards gaining nationally recognised examinations. The co-ordinators have a good understanding of what is required throughout the unit in terms of preparing pupils for reintegration to mainstream school and also of examination requirements and as such the curriculum is well organised. Pupils in Years 3 to 6 cover a wide range of topics building on number work, including tables, money, time and fractions. They learn the mathematical names and properties of different two and three dimensional shapes and can work out the perimeter and area. Their work on data is recorded in a range of ways and is well presented. Pupils in Years 8 and 9 work at age appropriate problems and use mathematical language relevant to the topic they are working on, such as probability, intergers, reflective symmetry and percentages as well as consolidating earlier number work. Pupils working towards externally accredited examinations practice the topics they need to understand in order to succeed.

44 In less effective lessons individual pupils have to be reminded regularly to return to the task in hand and this can interrupt the flow of the lesson. This slows the pace of teaching and so pupils do not learn as much as they might although if the work is not completed pupils are required to stay behind or give up a break time to finish the work. Motivating older pupils with relevant work tasks, which matches their abilities is most effective when they are working for external accreditation but is more difficult when pupils do not see the purpose of the work.

Mathematics across the curriculum

45 Mathematics is used appropriately in other subjects across the curriculum. In food technology when pupils are weighing ingredients for making pizzas they understand grammes and in design and technology pupils measure wood accurately when making a storage box or CD rack. In ICT, pupils create a spreadsheet for football scores.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Very good subject expertise informs the teaching of the pupils in Years 8 and 9.
- The pupils respond well to practical work.
- The teacher for the pupils in Years 10 and 11 has insecure subject expertise.
- The good use of key scientific words.
- An over-reliance on work sheets in some lessons.

Commentary

46 The teacher's very good planning for the Year 8 and 9 pupils is based on very good subject knowledge and as a result the pupils achieve very well. There is a brisk and very confident start to the lessons and this pace is maintained which ensures that all of the available time is used productively. The very good use of questions fully involves all of the pupils and very effectively ensures that they consolidate their previous learning. For example, the pupils are gaining an excellent understanding of the reactivity table and the teacher takes every opportunity to extend this knowledge. Expectations are very high throughout the lessons and the pupils are fully aware of the very positive learning environment and as result they achieve very well. These expectations are evident as the pupils make very good gains in their understanding of the differences between inhaled and exhaled air.

47 The pupils in Years 8 and 9 have very good and at times excellent opportunities to be involved in investigative work and as a result they achieve very well. The resources are very well organised and this ensures that the pupils stay on task and keeps them very well motivated. There is a very high regard for health and safety and the pupils respond very well to this by taking increasing responsibility for their own safety. The teaching assistants have a good understanding of the requirements of the practical investigations and make a very good contribution to the pupils' very good achievements. During an investigation of the conductivity of different solutions the pupils make pertinent observations and accurately record their findings. The pupils make very good gains in their understanding that certain solutions will let electricity pass through them. The pupils in Years 6 focus on their individual practical work as they make satisfactory progress in their investigation of the variables in a simple circuit that effect the brightness of a bulb. The good use of ICT extends the pupils' understanding of cause and effect as they enjoy creating their own simple circuits. The practical work effectively motivates these pupils and makes a positive contribution to their behaviour management as well as promoting their satisfactory achievements.

48 The pupils now have a good opportunity to follow externally accredited course and this is a good improvement since the last inspection. However due to the unsatisfactory subject knowledge of the teacher for the pupils in Year 10 and 11 there are too few opportunities for the pupils to be involved in the practical aspects of these courses and as a result their achievements are only satisfactory. It is unsatisfactory that the very good expertise of the teacher for the pupils in Years 8 and 9 is not used to teach the older pupils.

49 The consistent use of key words in the science lesson is a strength of the teaching and the pupils make at least good progress in their accurate use of these words. This is a good improvement since the last inspection. Some Year 9 pupils have an excellent understanding of the reactivity table and use terms such as "electrolysis" and "electrodes" with increasing confidence. The teacher for the pupils in Years 10 and 11 works hard to compensate for his lack of subject knowledge and effectively uses key words and the pupils use terms such as "alloy" and "mixture" in the right context.

50 Some of the worksheets are attractive and provide a very good structure to the lesson but other work sheets are mundane and do not motivate the pupils. This is an issue that was identified in the last inspection therefore the unit has only made satisfactory progress in this aspect of the teaching and learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision in information and communication technology is **good**.

Main strengths and weaknesses

- The co-ordinator has established a very good range of resources which are used well to support pupils' learning. This is good improvement since the last inspection.
- ICT is used well across the curriculum.

Commentary

51 Both sites have a very good range of resources for ICT which are used well to support pupils' learning. Pupils in Years 7 to 10 have discrete timetabled lessons for ICT when specific skills are taught as well as being used for research purposes and to word process work. Teachers provide interesting topics such as football scores to engage pupils and use this to teach new skills. Pupils are beginning to understand how to use a spreadsheet package to calculate the number of games played, points scored and to sort the teams by points total. Evidence during lessons shows most pupils are confident in their use of a keyboard or mouse to log on and can use a password to find out information or word process work. Planned work for Year 10 pupils illustrates their use of the Internet to download an image, add a document to a published document and save a cartoon for a future art and design lesson. One pupil can use a direct line of enquiry to retrieve the image. Year 11 pupils make satisfactory gains in their use of historical data to give them an improved understanding of the past as they examine the human cost of World War 1. There has been very good improvement since the last inspection.

Information and communication technology across the curriculum

52 This is used particularly well in Phoenix House to compliment learning. Young pupils are thrilled to print their work as they word process answers to questions about the story of the Blue Whale. Year 9 pupils access their individual programmes in mathematics in order to complete a crossword. One boy can access the Internet to scroll down to find out the date of Easter this year in Religious Education. "Successmaker" is used well to support the development of literacy and numeracy skills. Geography and history lesson planning incorporates the use of ICT to support learning in each lesson.

HUMANITIES

History

Provision in history is **good**.

Main strengths and weaknesses

- Lessons are well planned and include good use of ICT.
- Attractive work is displayed to show what pupils have achieved.
- Planned work covers a wide range age appropriate topics which maintains pupils' interest.

Commentary

53 Lessons are well planned and organised making good use of interesting and relevant resources which gain the attention of pupils. The achievement of young pupils is good because the teacher gives pupils good opportunities for research about topics such as Viking Longboats following a video about Viking sailors which stimulates their imagination. Pupils are very well supported by teacher aides who keep them on task and maintain a calm working atmosphere. Pupils can use the key vocabulary to name parts of the boat such as the keel and the prow and one boy can read the text fluently to answer the questions. There is good use of ICT to carry out research, for example, one boy wrote sentences to describe the length of the boat and the number of oarsmen needed.

54 The detailed planning of lessons for pupils in Years 7 and 8 ensures their achievement is satisfactory as they research facts using ICT to support the study of the Elizabethan Religious Settlement. Pupils are encouraged to answer questions using textbooks and complete work for a short essay. Unfortunately, some pupils are very restless and inhibit the learning of others when time is taken to settle them down. Year 9 pupils complete units of work on aspects of the Second World War, which are marked effectively to support learning.

55 Pupils' work is attractively displayed showing the range of topics covered and the care pupils have taken in their work. Analysis of pupils' work and teachers planning shows the wide range of interesting topics the planned curriculum covers. There are good cross-curricular links with art and design and ICT.

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- The good use of ICT encourages and interests pupils in research.
- The subject supports pupils' literacy skills well.
- Teacher aides make a valuable contribution to pupils' learning.

Commentary

56 Pupils use ICT to find information for their topics and this maintains their interest and enables them to develop their research skills well. In addition, the good subject knowledge of the teacher and supportive teamwork with teacher aides ensures pupils' achievement is good overall because they make sure that pupils understand what they have to do. The good use of key words encourages young pupils to write or word process their work neatly to show their study of animals and insects of the Amazon rain forest and this supports their literacy skills well. In a lesson on map work pupils achieve a good understanding of place names of villages and towns around Grimsby as the teacher links this well to their history study of Anglo-Saxon and Viking Settlements.

57 Pupils in Years 8 and 9 achieve a satisfactory understanding of how to choose a site for a new factory. Both teachers and teacher aides are skilled at encouraging pupils to work independently, listen to and discuss factors such as transport, communication and the need for finance. Pupils are supported very well but sometimes find it difficult to sustain concentration throughout the lesson. The interesting visual resources, small tasks and very good attention to reading and writing skills ensures Year 9 pupils make relevant comments about their observations of the effects of tourism in Spain. They show a good understanding of pollution from additional traffic, increased noise levels and how the local environments suffer from more rubbish. Teachers and teacher aides encourage pupils to state their views and to think about the issues.

RELIGIOUS EDUCATION

58 Only two lessons were seen during the inspection. Pupils' files and work on display were examined but there is insufficient evidence to make overall judgements. Provision has improved since the previous inspection in that religious education is now taught to pupils in both Key Stage 2 and Key Stage 3, and the quality of teaching in the lessons seen was good.

59 In both lessons the teachers captured pupils' attention because they introduced interesting ideas and resources and used a wide variety of teaching strategies. A strength of the teaching was the way that the teachers related the topics to pupils' own experience. This was evident in a Year 8 lesson on Sikhism when pupils learned about and experienced the sharing of 'Kara Parshad', a special food, and could link this to the unit's lunchtime routine when tutor groups eat together in a friendly informal setting. The work in pupils' files indicates that they are increasingly aware of a range of major world faiths, and that they understand that festivals, symbols and rites of passage which are important to groups with very differing beliefs.

TECHNOLOGY

Design and technology

Provision in design and technology is **good**.

Main strengths and weaknesses

- Pupils achieve well because teaching is good.

- Resources are of good quality and are used well.
- Health and safety issues are well addressed.
- The work interests and motivates pupils.
- Specialist staff have very good subject knowledge.
- Pupils in Key Stage 4 succeed in accredited courses matched to their abilities.

Commentary

60 The provision is good because teaching is good overall and frequently very good. Consequently pupils of all abilities achieve well and make good progress and pupils in Key Stage 3 achieve very well. The provision has improved very well since the previous inspection in relation to the quality of teaching, the provision of facilities for food technology for pupils in Key Stage 3 and opportunities of working with resistant materials for Key Stage 4 pupils.

61 When working with resistant materials pupils are given a good grounding in learning about the properties of different materials and the use of a wide range of hand and power tools. They benefit from the clear guidance and effective demonstrations they are given, and from being reminded that skilled craftsmen are meticulous about details such as checking the accuracy of their work. As a result pupils take great care, for instance, when using a right angle to check the sides of a box or when sanding a joint to ensure a smooth finish. In all the lessons observed an appropriate emphasis on health and safety issues was a strong feature.

62 In food technology both units make very good use of the space available. Resources are very well organised and easily accessible to pupils. This effectively supports their independent working. Pupils develop a good understanding of the importance of good food hygiene procedures in relation to the preparation, cooking and serving of food. Because the teachers give clear guidance and very good demonstrations pupils learn the skills of weighing, chopping, whisking and mixing ingredients to a required consistency. They understand that processes have inputs such as the ingredients to make a pizza or muffins (outputs).

63 Pupils enjoy practical activities and the work in both design and technology and food technology motivates pupils and maintains their interest. Teachers make very good use of questions and prompts to both assess what pupils know and understand and to guide their future learning. Teachers' very good subject knowledge and good relations with pupils, together with well-focused support from teaching assistants, result in pupils remaining interested and working hard during the lessons. The unit is currently widening the range of opportunities for external accreditation to enable pupils of all abilities to demonstrate how well they can achieve.

VISUAL AND PERFORMING ARTS

Art and Design

Provision in art and design is **satisfactory**.

Main strengths and weaknesses

- A good range of media and techniques is introduced.
- Pupils are introduced to the work of famous artists and to art from other cultures.
- Teaching focuses on the acquisition of practical skills.
- Art and design is used to support other subjects of the curriculum.
- There are no opportunities for external accreditation.

Commentary

64 As a result of negative experiences in mainstream schools a significant number of pupils are initially reluctant to become involved in art and design projects. However, because teachers

choose activities that interest them and present work in a non-threatening way, pupils' confidence improves and they begin to investigate a good range of media and techniques and produce work that is frequently of a good quality. Lesson observations, displays around the units and pupils' stored work show that they use watercolours, acrylics, pastels, collage, charcoal and clay to produce work which is frequently of good quality. Information communication technology is used effectively in pattern work. Pupils work both from direct observation as in their self-portraits and flower paintings, and from imagination as, for instance, when they use clay and acrylic paint to make three-dimensional masks. They learn about the work of other artists and craftsmen, both in the European tradition, for example, Gauguin and Matisse, and from other cultures including Aboriginal art.

65 Teaching is satisfactory overall and occasionally good, although occasionally time is lost owing to disruptive behaviour this does not affect the outcomes of the lesson. Questions and prompts are used well to assess what pupils understand and to guide their future learning. Pupils benefit from teachers' guidance and the effective demonstration of practical skills such as the use of different brushes to create a desired effect. Subject vocabulary is explained clearly and used frequently so that pupils begin to use it as they discuss their work. However, there are no opportunities for pupils to gain recognition for their work through nationally recognised accreditation.

66 Art and design is used well to support pupils' learning in other subjects including design and technology, geography, history, religious education and personal and social education. Pupils' art and design work is attractively displayed around the units so that they know that their efforts are valued.

PHYSICAL EDUCATION

Provision in physical education is **good**.

Main strengths and weaknesses

- The unit's accommodation is unsatisfactory but the school makes good use of community facilities.
- A good range of sporting activities is provided.

Commentary

67 The unit's accommodation for physical education is unsatisfactory and very limiting for any major sports so members of staff take every opportunity to make full use of the local sports facilities and this provides good training for the pupils in the appropriate use of community facilities. The teacher's planning is well structured and as a result the Year 9 pupils are clear about the expectations for the lesson. They make good use of a spacious sports hall and share the available space effectively with pupils from a local mainstream school. The teacher uses demonstrations well and as a result the pupils make good progress in the precision and control of their racket skills when playing badminton. Good coaching, planned at the right level, encourages the pupils to use an increasing variation in their badminton shots. The effective use of key words by the staff encourages the pupils to use terms such as "shuttle cock" and "court" in the right context. The Year 11 pupils also benefit from the use of community facilities where they are effectively taught to play badminton in a competitive yet friendly manner. They make particular progress in their understanding of the rules of the game and achieve well.

68 A good range of sporting activities is provided in addition to the physical education lessons. The pupils talk enthusiastically about their after school football club and this activity helps to increase the level of interest that the pupils show in school life. This activity also provides a very good example of shared extra-curricular time between the staff and the pupils and as a result relationships are very good. It is particularly impressive that pupils who are only at the school for a few weeks respond very positively to the opportunity to experience success in the company of skilled staff. End of term activities include rock climbing, canoeing and orienteering and the pupils thoroughly enjoy the opportunity to take part in these outdoor and adventurous activities.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education is **good**.

Main strengths and weaknesses

- Effective opportunities are provided for the personal development of the Year 10 and 11 pupils.
- A good range of opportunities is provided to reinforce the school's high expectations for the pupils' conduct but this is only effective for some of the pupils.
- The good use of resources, high expectations and firm management effectively motivates most of the pupils in Years 7 to 9.

Commentary.

69 Year 10 and 11 pupils have good opportunities for personal development in their very good work-related curriculum. Year 10 pupils are involved in a wide range of activities including community projects and these effectively extend their ability to work with others. The opportunities are further extended in Year 11 and the good personal development of many of the pupils is reflected in the development of detailed CVs and portfolios. The pupils' involvement in work experience is very successful in boosting their personal development. They learn to co-operate in a real work environment with a growing understanding of the responsibilities of a citizen in society. The pupils are made very aware of health and safety requirements and know how to apply them in the work place. The very good use of an excellent "drop in" centre in the town provides many opportunities to effectively develop the pupils' social skills. For instance they are able to complete a first aid course at the centre or they help to enhance the environment by, for example, painting a very attractive mural. The staff and other agencies provide a wealth of health related information. For instance Year 11 pupils watch a video about alcohol abuse, discuss the issue sensibly and have a developing understanding of the dangers. The staff and visiting specialist try to help the pupils to give up smoking. However, this health education initiative has not been successful as there is insufficient emphasis placed on stopping the pupils from smoking and as a result, smoking is well established in the culture of the unit.

70 The organisation of the day provides many opportunities to acknowledge pupils' achievements but also to ensure that the management of behaviour is consistent. A series of meetings with the pupils is central to the smooth running of the school and effectively reminds pupils of the staff's high expectations. The pupils are made very welcome at the start of the day and the breakfast club enhances the pupils' social development as well as settling the pupils into school. In the morning meeting with the group tutor there is very clear reference to the behaviour points system and the pupils are encouraged to take responsibility for their actions. The pupils are fully aware of their behaviour target and understand the points system. They are very proud of their certificates for good behaviour but also realise that there is a consequence for negative behaviour. Many of the pupils are intent on testing the system but the staff are mostly consistent and as a result the pupils make progress in their personal development. The evaluation at the end of the day is managed well by the staff as where appropriate praise is given but any negative behaviour is also discussed openly and therefore the pupils are beginning to see that there is a consequence to their actions.

71 The quality of teaching and learning for the pupils in Years 7 to 9 is good overall. Where teaching is very good this is based on the very good use of a stimulating range of resources and as a result the pupils make very good gains in their moral and social understanding of the effect of crime on the victims. Very good relationships provide a firm base for the pupils to express their own feelings with growing confidence. They make very good progress in their moral and social development as they display increasing sensitivity in their understanding of the feelings of other people. Clear and confident management of the pupils and high expectations ensures that Year 9 pupils are attentive and make good progress in their understanding of safe procedures for cycling. Where the quality of teaching and learning is satisfactory the planning is good. However, as a result

of the pupils' restless behaviour, they only make satisfactory gains in their work on increasing confidence and self-esteem.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	4
Attendance	4
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	4
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).

In a unit such as this, standards achieved targets are judged against individual targets and not national standards.