

# INSPECTION REPORT

## **The New Broadwalk Pupil Referral Unit**

Salford, Lancashire

LEA area: Salford

Unique reference number: 132741

Headteacher: Ms Deborah Horlock

Lead inspector: Peter Johnson

Dates of inspection: 9<sup>th</sup> - 12<sup>th</sup> May 2005

Inspection number: 268717

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

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## INFORMATION ABOUT THE CENTRE

Type of school:	Pupils permanently excluded or at risk of exclusion in Key Stage 3 Pupils on fixed term exclusion in Key Stages 3 and 4
School category:	Pupil referral unit
Age range of pupils:	11 - 16
Gender of pupils:	Mixed
Number on roll:	53
School address:	51 Belvedere Road Salford Lancashire
Postcode:	M6 5EJ
Telephone number:	0161 778 0920
Fax number:	0161 737 6736
Appropriate authority:	The local education authority
Name of the responsible officer:	Ms Jacqui Hughes
Date of previous inspection:	Not applicable

## CHARACTERISTICS OF THE CENTRE

The New Broadwalk is a pupil referral unit for boys and girls, aged between 11 and 14, who have been permanently excluded, or are at risk of exclusion, from mainstream secondary schools. The centre also provides for pupils aged 11 to 16 who have been excluded temporarily for more than 15 days; only one such pupil was present during the inspection and there is insufficient evidence to make distinctive judgements about this pupil's overall achievement. There were no pupils aged over 14 present at the time of the inspection. At the time of the inspection, there were 31 pupils on roll, 29 male and 2 female. All pupils have emotional and behavioural difficulties and two have statements of special educational need. Most have spent considerable time out of school and all have been excluded from at least one school prior to admission to the centre and, as a result, their attainments are much lower than the majority of pupils of the same age. Over half the pupils have been at the centre for 12 months or longer. Pupils come from mainly disadvantaged socio-economic backgrounds in the City of Salford. The number of pupils who are eligible for free school meals is well above the national average. Pupils are admitted throughout the school year. At the time of the inspection, all pupils present in the centre were from white ethnic backgrounds. The centre is currently working with a small number of mainstream schools to help pupils to return to mainstream education.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2925	Peter Johnson	Lead inspector	Mathematics, history, geography, religious education
11575	Catherine Fish	Lay inspector	
3055	Clive Tombs	Team inspector	English, citizenship, music, physical education
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## PART A: SUMMARY OF THE REPORT

The standard of education provided by the centre is **unsatisfactory**. The achievement of pupils is unsatisfactory for, although a minority of pupils who attend regularly achieve satisfactory standards, the attendance and punctuality of many pupils is poor and their achievement has declined in line with their deteriorating attendance. Teaching overall is unsatisfactory. Leadership and management of the centre are unsatisfactory. The centre provides unsatisfactory value for money.

*In accordance with section 13(7) of the School Inspections Act 1996 I am of the opinion, and HMCI agrees, that special measures are required in relation to this pupil referral unit.*

The centre's main strengths and weaknesses are:

- Attendance and pupils' punctuality are poor.
- Pupils' achievement is unsatisfactory.
- Pupils' behaviour, their attitudes to learning and their spiritual, social and cultural development are unsatisfactory.
- Teaching overall is unsatisfactory but is good in English and personal, social, health and citizenship education and very good in drama.
- Although staff are very committed to helping pupils achieve and behave as well as they can, they are hindered in their efforts because they are not sufficiently well-skilled or supported to achieve this aim.
- Staff are tenacious in their efforts to forge links with other schools which will help pupils to return to mainstream education.
- Managers of the centre and members of the management committee have not responded swiftly enough to the centre's weaknesses.
- The support provided to improve teaching and pupils' achievement, behaviour and attendance has not been effective.

This is the first inspection of the centre.

### STANDARDS ACHIEVED

Pupils' achievement in:	in relation to individual targets in:		
	subjects of the curriculum	personal and social education	
Years 7 - 9	Unsatisfactory	Unsatisfactory	

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

The achievement of pupils is **unsatisfactory**. The attendance of a significant number of pupils deteriorates during their time at the centre and the attendance of many is erratic. As a result, the standard of their work declines and their achievement is unsatisfactory. Although pupils who attend regularly sometimes work well in lessons and achieve satisfactorily, overall their achievement is restricted by poor behaviour, and by teaching which does not match the work set for pupils to their abilities or prior attainment.

Pupils' attitudes to the centre are **unsatisfactory**; they show little interest in the work provided for them and, too often, do not complete the work set. Pupils' behaviour and their personal development are unsatisfactory; there are frequent incidents of very challenging behaviour and pupils often show little regard for the feelings or safety of adults or their peers. Attendance and punctuality are poor.

### QUALITY OF EDUCATION

The quality of education is **unsatisfactory**. Teaching is unsatisfactory because it is not tailored sufficiently to the needs and abilities of individual pupils. Many pupils do not learn enough because of their infrequent attendance and unsatisfactory behaviour. The curriculum is satisfactory, but not enough is done to make it appealing to pupils who find it hard to attend the centre. The care of pupils is satisfactory; the centre pays due regard to pupils safety and welfare, but insufficient guidance is given to help them to improve their achievement and personal development. Pupils, who are placed at the centre part-time, are helped to reintegrate back into mainstream schools and the centre tries hard to forge productive relationships with other schools to help pupils to return to mainstream education. Links with parents, carers and the local community are satisfactory.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **unsatisfactory**. The management committee is not sufficiently well-informed about the strengths and weaknesses of the centre and does not support and challenge managers sufficiently to bring about improvement. Although the centre, in collaboration with local authority officers, has identified areas of significant weakness it has been too slow to take effective action to secure improvement. Leaders at all levels have not ensured that agreed plans and policies have been implemented consistently and effectively. The centre's arrangements to evaluate its own performance are unsatisfactory.

## **PARENTS' AND PUPILS' VIEWS OF THE CENTRE**

As no parents attended the pre-inspection meeting and only one returned the questionnaire, there is insufficient evidence to ascertain their views of the centre. A small number of pupils consider that the centre is a good place to be and that they are expected to work hard and are treated fairly and with respect; they feel that they are trusted to do things on their own. However, a similar number feel that they are not taught well and that the assessment of their work does not help them to improve. These pupils also consider that other pupils do not behave well and that the centre does not provide someone to whom they can talk to if they have a problem, particularly if the problem concerns their life outside the centre.

## **IMPROVEMENTS NEEDED**

The most important things the centre should do are:

- Improve the attendance and punctuality of pupils so that they have the opportunity to achieve well.
- Improve pupils' attitudes to learning, their behaviour and personal development.
- Improve teaching so that the work set for pupils is more effectively matched to their individual needs and abilities.
- Improve the assessment of pupils' work and progress so that pupils are better informed of what they need to do to improve their achievement.
- Improve the leadership and management of the centre including the role played by the LEA and management group.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in subjects**

Achievement is **unsatisfactory** overall.

#### **Main strengths and weaknesses**

- Erratic, and often very poor, attendance limits the achievement of many pupils.
- Pupils, who attend regularly, achieve well in lessons but do not make sufficient progress during their time at the centre.
- The difficult behaviour of pupils restricts their achievement.
- The achievement of pupils, who attend regularly, is satisfactory in English, science and information and communication technology.
- Pupils' achievement is impeded because the work they are set is not sufficiently well-matched to their abilities or prior attainment.

#### **Commentary**

1. The irregular, erratic and often very poor attendance of a high number of pupils is a recurring theme throughout this report. The attendance of almost half of the pupils on roll is poor and the available data indicates that the attendance of few pupils improves as a result of placement at the centre. Consequently, the standard of their work has not improved sufficiently and they have missed or not completed large sections of each of the subjects provided by the centre. The achievement of these pupils is unsatisfactory. In addition, a small but significant number of pupils attend only very rarely and some not at all and their achievement is poor.
2. Pupils who attend regularly do not take sufficient advantage of the opportunities provided by the centre. Although pupils' achievement was judged to be satisfactory in the majority of lessons, many were disrupted by the poor behaviour of one or more of the pupils present which restricted the achievement that all pupils were able to make. The analysis of pupils' work shows that a minority of pupils who attend regularly achieve satisfactorily. Nevertheless, overall, pupils' achievement is unsatisfactory because in most subjects the work set is the same for all pupils regardless of their abilities and prior attainment. Pupils' work is frequently not completed and is not marked with sufficient rigour to inform them of what they need to do to improve their achievement. Although the centre has recently set targets for pupils to achieve in National Curriculum tests at the end of Year 9, teachers do not plan for the achievement of these targets and pupils do not yet understand how they will achieve them. The assessment of pupils' work does not indicate to pupils how well they are performing in relation to their targets.
3. Pupils' achievement is satisfactory in English. Those who attend regularly make satisfactory progress in reading and are beginning to overcome their reluctance to write; they express themselves well and are able to listen attentively when their behaviour or that of others allows. Pupils respond well to the opportunities in drama, which contribute effectively to the improvement of pupils' creativity, self-esteem and their speaking and listening skills.
4. In mathematics, the achievement of pupils is unsatisfactory. Although pupils occasionally work hard in lessons, all generally complete exactly the same work which prevents many from making the progress needed to attain the targets set by the centre for their achievement in the National Curriculum tests at the end of Year 9. The work of pupils whose attendance is erratic or rare is limited in quantity and topics are often not completed; the achievement of these pupils is unsatisfactory.

5. In science, pupils who attend regularly are motivated by opportunities to take part in simple experiments in the laboratory and make good progress in developing scientific skills such as taking measurements, recording observations and predicting the outcome of investigations. However, their progress during the time they are at the centre is only satisfactory due to their erratic attendance, poor punctuality to lessons or because of being withdrawn for unacceptable behaviour. The progress of a significant group of pupils whose attendance is particularly poor is unsatisfactory.
6. In information and communications technology, pupils generally work well and make good progress in lessons. However, their achievement during their time at the centre is restricted because the same lesson content is taught to different groups of pupils. The work set is not sufficiently well matched to the particular needs of individual pupils so that high achieving pupils are not sufficiently challenged, whilst pupils who find ICT more difficult require high levels of support to complete their work. The progress of the significant number of pupils who either do not attend, attend rarely or erratically is unsatisfactory. They produce only small amounts of finished work and do not build effectively on previous learning.
7. In humanities, pupils do not achieve as well as they should because the work set for all pupils is largely the same. Although a minority of pupils achieve satisfactorily in lessons, their achievement during their time at the centre is restricted as the work set does not take sufficient account of their prior attainment. Too many pupils do not complete the tasks set and, overall, achievement in humanities is unsatisfactory.
8. In personal, social, health and citizenship education, pupils who attend regularly make good gains in knowledge and understanding of the misuse of drugs and the subject enables pupils to develop their reading, writing and speaking skills. However, the subject is not yet effecting the development of important personal and social skills, such as a willingness to get on and be considerate to others, to take more responsibility for their own learning and to abide by the school rules and expectations.
9. The achievement of pupils with special educational needs (SEN) is unsatisfactory. Procedures to review their statements are unsatisfactory; reviews have not been carried out within the prescribed time and there are no up-to-date targets against which their progress can be measured.
10. There is insufficient evidence to judge the achievement of pupils aged 11 to 16, who are placed in the centre temporarily, but the small number present at the time of the inspection respond well to the opportunity to remain in education and gain success in the small range of subjects intended to maintain their basic literacy, numeracy and personal skills. This helps them to return to mainstream education following their temporary exclusion.

### **Pupils' attitudes, values and other personal qualities**

The attitudes and behaviour of pupils are **unsatisfactory**. Attendance and punctuality are both **poor**. Pupils' personal development, including their spiritual, moral, social and cultural development, is **unsatisfactory**.

### **Main strengths and weaknesses**

- Non attendance at the centre is a cause for serious concern.
- Although there are occasions when pupils behave well during lessons, overall behaviour in the centre is unsatisfactory.
- Pupils are unwilling to take part in lessons and this hinders their learning.
- The lack of development of good relationships between adults and pupils is a real barrier to pupils' personal development.

## Commentary

11. The centre's ability to track and monitor pupils' attendance is hampered because computerised systems are not used. This means that regular and accurate figures are difficult to retrieve. Manual registers show an average attendance of about 50 per cent with high levels of authorised and unauthorised absence. These levels are detrimental to the education of all pupils because those who do attend do not have other pupils to socialise with and this affects their personal development. Efforts to improve attendance are not sufficiently rigorous; no specific targets are set for individual pupils' attendance and suggestions are often too vague and unhelpful. The centre's learning mentors have recently taken on the role of making enquiries about absences. However, their efforts are hampered because contact details for parents or carers are often out of date, and too often parents do not respond to telephone calls or letters. Furthermore, the support provided by the educational welfare service is inadequate. The centre does not have an allocated welfare officer and although the five most persistent absentees have been referred to the service no positive outcomes are evident.
12. There are mitigating circumstances as to why attendance figures are so low. For example, there are occasions when a pupil may be in court or in a secure unit and some pupils are educated elsewhere or are in the process of returning to mainstream schools. All these absences, whilst authorised, increase the absence figures. The time involved in getting to the centre is just too much for some pupils who may also lack the motivation to attend. Although the attendance rates of a few pupils do increase during their time in the centre, there are too many who do not improve and some even decline; a further five or six pupils simply do not attend at all. Reports from the head of centre to the management committee provide a clear picture of declining attendance during the period June 2004 to January 2005. During the inspection, it was not unusual to have only one or two pupils in a lesson where there should be six or more. Punctuality throughout the day is also poor with pupils often arriving 10 minutes after a lesson should have started. A major concern is that the first half hour of the day is 'preparing for learning' time where pupils and tutors should get to know each other and discuss concerns, but this is rarely attended by pupils.

### **Attendance in the latest complete reporting year (%) 2003/4**

Authorised absence		Unauthorised absence	
School data	18%	School data	8%

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

13. In a few lessons, pupils are fully engaged and want to get on with the activities provided for them. This is particularly evident in drama, where the pupils are so engrossed, involved and motivated, that behaviour is good. However, often behaviour is unsatisfactory, sometimes because what the pupils are being expected to do is boring and lessons are not matched to individual needs. Consequently, they do not engage with the teacher and resort to disrupting the lesson. There is a behaviour policy in place, but too often staff simply react to poor behaviour instead of using the procedures outlined. The lack of consistency in the way behaviour is managed is not helped by an absence of recent training. As a result, the number of incidents recorded does not show significant decline. However, exclusions this year have reduced, due, in part, to the change in the age of pupils catered for. Parents are asked to attend a meeting in the centre after their child has been excluded, but many do not come. Staff work hard to prevent bullying and although it was not regarded as a problem by the pupils interviewed, it was identified as one by the small number of pupils who completed the questionnaire.

### **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	52	28	
Mixed – White and Black Caribbean	1		

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

14. Although the pupils say they like some of the trips they go on, they are generally unenthusiastic and disinterested in learning and their attitudes, as a result, are unsatisfactory. Equipment and apparatus are not always treated with respect and in one lesson, rocks were thrown. Both in and out of lessons, pupils were heard being rude and using bad language to teachers, other adults and their peers.
15. The pupils' spiritual, moral, social and cultural development is unsatisfactory because there are insufficient opportunities to promote this vital aspect of their education. The non-attendance of most pupils at the 'preparing for learning' time at the start of the day means the opportunity for staff and pupils to develop mutually respectful and supportive relationships is much reduced. Since strong relationships are not developed, there is not the interaction that promotes self-knowledge and awareness and pupils are not confident in expressing carefully their thoughts and opinions. The lack of trust in an adult in school is a major barrier to the pupils being able to make progress in their personal development. Pupils say they only talk to staff about what goes on in lessons, or possibly in the centre, but not about what happens to them outside that time. The staff try to build the pupils' self esteem during lessons and by celebrating successes. However, pupils report that, for example, the point system used to promote good attendance, behaviour and work in lessons is not used by all teachers and, therefore, is seen as worthless. Opportunities for pupils to develop socially are limited because of the number of pupils who do not attend. Furthermore, the centre's day to day arrangements do little to foster pupils' social development. For example, the pupils do not all lunch together and so the opportunity for them to partake in this as a social activity or to engage in a football match afterwards is lost. The centre's programme for personal social and health education is good and supports their development. However, the pupils are not able to take what they have learnt in the classroom and use it in their day to day lives and interactions with others.

### **QUALITY OF EDUCATION PROVIDED BY THE CENTRE**

The quality of education is **unsatisfactory**; teaching, learning and assessment are **unsatisfactory**. The curriculum, the care of pupils and links with parents, carers, other schools and the local community are **satisfactory**.

#### **Teaching and learning**

Teaching, learning and the assessment of pupils' work are **unsatisfactory**.

#### **Main strengths and weaknesses**

- The learning of a high number of pupils is impeded by their erratic or poor attendance and by their poor behaviour and the way it is managed.
- The work set for pupils is not sufficiently well-matched to their abilities or prior attainment.
- In many lessons, deficiencies in the accommodation restrict pupils' ability to concentrate on their work.
- Teaching is good in English and PSHCE and very good in drama. It is unsatisfactory in mathematics and humanities

- The assessment of pupils' work and the progress they make over time is not effective.

## Commentary

16. Pupils' poor attendance has a significant impact on their learning. Attendance was better than 50 per cent in only 6 of the 31 lessons seen; in 14 lessons, no more than 2 pupils attended. In English, mathematics, science and ICT, attendance was better than 50 per cent in only 3 of the 20 lessons seen. Pupils are also frequently late to lessons, which together with their poor attendance, prevents them from building steadily on the work they have done previously.
17. Although teaching was at least satisfactory in the majority of lessons observed and many were good or better, overall it is unsatisfactory. This is because, in most subjects, the work set for pupils is very largely the same and, as a result, what pupils are asked to do is often not sufficiently challenging and the expectations set for their achievement are too low. Pupils do not have individual learning plans and the targets in their individual education plans are not precise enough to guide teaching and learning. The centre has recently set target levels for pupils to achieve in National Curriculum tests at the end of Year 9. However, teachers' planning does not take account of these targets and lessons do not contain activities or tasks that are matched to pupils' individual abilities or prior attainment. In addition, too little account is taken of pupils' attendance; pupils whose attendance is erratic are expected to complete the same work as other pupils, even though they may have missed much of the preceding work. The absence of an individual learning plan prevents the planning of work that would help pupils to improve the progress they make.
18. Pupils' behaviour and the inconsistent way in which it is managed restrict their learning. There are frequent incidents of very challenging behaviour which disrupt lessons. The ability of staff to deal with such behaviour varies considerably. While some are successful by adopting a confident, calm approach, others are unsuccessful because of their uncertainty in dealing with the sometimes aggressive and threatening behaviour of the pupils. The centre's system of points, awarded for appropriate effort and behaviour at the end of each lesson, is not used with sufficient consistency or emphasis by all staff.
19. The centre's accommodation also has an adverse effect on teaching and learning. There are no corridors between classrooms and, therefore, lessons are frequently disrupted by staff or pupils passing through the classroom. These disturbances do not help pupils to sustain concentration and sometimes impede the teacher's ability to maintain an orderly atmosphere in the lesson.
20. In English, the quality of teaching and learning is most often good. The temporary but specialist teacher of English has a good understanding of the subject and tries hard to teach it in a way that interests and engages pupils. In Drama, teaching is very good; the enthusiastic approach interests pupils and they are motivated well by the activities provided for them. Teaching is unsatisfactory in mathematics and the quality of teaching varies widely; although teaching in three of the lessons in the subject was satisfactory, pupils' work shows that teaching is not matched to their abilities and in the other two lessons, the teacher's insecure knowledge of the subject restricted the progress that pupils could make. Teaching is satisfactory in science and ICT, but too little account is taken of pupils' prior attainment in the planning of lessons. In PSHCE, teaching and learning are consistently good and, as a result, those pupils who attend regularly make good gains in knowledge and understanding of the misuse of drugs. Teaching is unsatisfactory in humanities; there are no assessment procedures to enable work to be set at an appropriate level for pupils of different abilities, the expectations set are the same for all pupils and the challenge contained in the work is too low.

### Summary of teaching observed during the inspection in 31 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
-	2 (7%)	14 (45%)	11 (35%)	4 (13%)	-	-

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.

21. The procedures to check pupils' achievement are unsatisfactory. On admission to the centre, pupils' reading ability only is assessed, despite the fact that the centre's policy on assessment states that pupils' spelling and mathematics attainment will also be assessed. In too many of the subjects taught, there are no formal procedures to assess the progress that pupils make. The recently introduced initiative to assess progress against the objectives of a lesson is not used with sufficient consistency and because the lesson objectives are the same for all pupils, there is no means to gauge whether or not pupils are making sufficient progress in relation to their prior attainment or towards the targets that the centre has set for their achievement in National Curriculum tests at the end of Year 9. The marking of pupils' work is inconsistent and, in many subjects, does not comply with the requirements of the centre's own policy.

### The curriculum

The curriculum is **satisfactory**. Opportunities for enrichment, including extra-curricular provision, are **satisfactory**. The quality of accommodation and the quality and quantity of resources, including staff, are **satisfactory overall**.

### Main strengths and weaknesses

- The centre provides a suitably wide range of subjects for pupils to study.
  - Provision for pupils with statements of special educational needs is unsatisfactory.
  - A good personal, social and health education programme fails to influence pupils' attitudes and behaviour.
  - There are limited enrichment activities to encourage pupils to attend.
  - There are some significant weaknesses in staffing and accommodation which impact on pupils' learning and the progress that they make.
22. Overall curriculum provision is satisfactory. The centre offers a broadly based curriculum that meets statutory requirements and which fully complies with the LEA's curriculum policy for pupil referral units. There is appropriate emphasis on the core areas of English, mathematics, science and ICT and a reasonable balance of other subjects including, drama, art, design and technology, humanities and physical education. Literacy and language skills are regularly reinforced across the curriculum.
23. It is a relevant curriculum as it maintains parity with the curriculum offered in mainstream schools and, as such, facilitates pupils' successful re-integration. The personnel, structure and systems to ensure that pupils are returned to mainstream school are in place, but currently, many local schools are unwilling to take them. It is an inclusive curriculum in its content and organisation and ensures equality of access and opportunity for all pupils.
24. Provision for the two pupils with statements of special educational needs is unsatisfactory. Their statements have not been reviewed within the year and are out of date. These pupils are not receiving their entitlement to a full National Curriculum and no reference is made to targets in their individual education plans.
25. Appropriate emphasis is placed on personal, social and health education in both discrete lessons and across the school day. This is a particularly important part of the curriculum as many pupils come to the centre with poorly developed communication skills, low self-esteem

and inadequate personal skills. Though teaching and learning in PSHCE lessons is good and is enhanced by specialist visitors, the subject fails to impact in a positive way on pupils' attitudes and behaviour or on their attendance and punctuality. This, in part, is due to the fact that very few pupils attend the tutorial period at the beginning of the day.

26. Opportunities for enrichment are satisfactory. Pupils have the opportunity to participate in a wide range of visits, for example to the Cheshire Show and Manchester Velodrome and activities, such as mountain biking and orienteering. Drama, film-making and occasional musical projects also enhance the curriculum provided for pupils. However, there is a lack of creativity, imagination and challenge in the formal curriculum, sufficient to excite and persuade disaffected pupils to attend regularly and on time and there are too few worthwhile activities organised in break times and lunchtimes. There are no residential trips or activities held after school, and no sporting fixtures with other schools or pupil referral units. No homework is set, contrary to the guidance contained in the teaching and learning policy.
27. The centre is well staffed in terms of the number of teachers, teacher assistants and learning mentors. However, a number of teachers are unqualified and a number are on temporary contracts. Not all teachers are well deployed. For example, ICT is taught by a non-specialist unqualified teacher, and the specialist science teacher does not take all the science in the laboratory, with other non-specialists teaching science in the classroom. Learning mentors and teacher assistants are not sufficiently well briefed to support pupils' learning when working in support in the classroom. Within the overall spacious and attractive accommodation are some significant weaknesses. While there are adequate playgrounds for games, the lack of an indoor area for gymnastics and dance limits the curriculum offered in physical education. More importantly, because of the design of the building, it is necessary to walk through adjoining classrooms to gain access. It was not uncommon, during the inspection, for disruptive pupils to run through classrooms causing major disturbance. Resources are at least satisfactory in all subjects and support and enhance the delivery of the curriculum.

### Care, guidance and support

The care, guidance and support of pupils is **unsatisfactory** overall. Procedures to ensure the health and safety of pupils are **satisfactory**. Provision of academic and personal guidance and the involvement of pupils in the work and development of the Centre are **unsatisfactory**.

### Main strengths and weaknesses

- Although arrangements to ensure the care, welfare and safety of pupils and staff are adequate, staff are ill equipped to manage pupils with very difficult behaviour.
- Systems to help pupils, including those with special educational needs, to improve their achievement and behaviour are weak.
- Pupils do not feel that their views are heard and opportunities to build trusting relationships with staff are limited.
- The School Health Adviser promotes the health of the pupils well.
- Good induction arrangements for new pupils enable them to settle in quickly.

### Commentary

28. Procedures for child protection are satisfactory. The head of the centre is the designated child protection officer and follows the locally agreed policy. Procedures are in place to ensure Internet safety. The centre has recently had a satisfactory health and safety audit and fire regulations are met. Serious incidents, episodes requiring restraint and assaults on staff are recorded following agreed procedures. However, insufficient use is made of this information. For example, the log has not been properly analysed to provide a clear picture of how many incidents are taking place in particular lessons or of the patterns of disruptive behaviour of individual pupils.

29. Systems intended to improve behaviour and achievement are not effective and are not valued by pupils. Learning mentors meet with pupils individually at the beginning of the week to set two targets for behaviour. However, targets set, such as 'to carry on improvement in behaviour' are not specific or measurable and do not help pupils to monitor their own behaviour or know if they are improving. There is no reference to the targets in lessons and the records of progress in meeting targets do not give useful information about how well the pupils are doing. The points system, which is meant to promote good behaviour in lessons, is not used consistently by all staff and has little impact on pupil's behaviour. Pupils feel that the targets and point system are a waste of time and comment that points are given out erratically. Since little assessment takes place, staff do not have a clear picture of pupil's learning levels. They are, therefore, unable to set accurate learning targets and pupil's individual education plans (IEPs) are unsatisfactory. They focus on imprecise behavioural targets such as 'to display appropriate non-verbal behaviour to adults' and there are no clear learning targets for literacy or numeracy.
30. The support for pupils with special educational needs is unsatisfactory. Regular reviews of their progress and the appropriateness of the placement have not taken place and lessons, which are based on standard lesson plans, are not adapted for their particular needs. Although staff have received guidance from specialist staff, such as educational psychologists, on strategies for improving the behaviour of individual pupils it has not been sufficient to enable the centre to manage pupils' difficult behaviour effectively. Although restraint training is planned, there has been no such training for two years and a number of staff do not have the necessary skills to restrain pupils. There are satisfactory links with the Connexions service. The school health adviser provides good support to promote the health of the pupils. This includes a weekly 'drop-in' session where pupils can discuss any concerns about their health. Induction arrangements for new pupils, which include a pre-admission visit, are good and help pupils to settle quickly.
31. There is no pupil council or other forum to involve pupils in the centre's development or to take account of their views. Consequently, pupils do not feel they can raise issues which concern them. The 'preparation for learning' sessions at the start of the day are not an effective strategy for giving pupils pastoral support as very few pupils attend. Pupils have very few opportunities to take responsibility and state that the responsibilities which they are given, such as taking the register to the office, are infantile. Pupils identify a small number of staff that they can talk to if they have a problem at the centre, but do not feel that they can talk to the staff about problems which they encounter outside the centre.

### **Partnership with parents, other schools and the community**

Partnership with parents, other schools and the community are all **satisfactory**.

### **Main strengths and weaknesses**

- Good links are developed with mainstream schools into which some pupils are reintegrated.
- The centre tries hard to develop and maintain contact with parents.
- There are some productive links with the community which broaden pupils' experiences.

### **Commentary**

32. The re-integration of pupils back to mainstream education is a major thrust of the centre's work and staff pursue tenaciously the development of good links with schools that will enable this to happen. The process of re-integration has recently slowed, however, as a consequence of the breakdown of the pupil placement panel due to the withdrawal of support by many secondary schools. However, during the inspection, a small number of pupils, who have successfully returned to secondary schools, expressed their appreciation of the support they had received from the centre's learning mentors who had helped them take that step and make it work. As flexible an approach as possible is taken to the way in which a pupil will be reintegrated within the boundaries of the receiving school's requirements. This

flexibility was mentioned by pupils as being particularly helpful; especially the length of time this support could be given, ensuring that they are given a good chance of succeeding. The schools consulted were also appreciative of the contact and support they receive from the centre's staff. They did, however, state that they miss the previous provision of short term 'respite' placements. These good links are the result of good communication between the staff to the benefit of all the pupils involved.

33. It is hard to judge the parents' satisfaction with the centre and its provision because none attended the meeting prior to the inspections and only one questionnaire was returned; this was generally positive. However, the evidence available suggests that the centre is not supported well by parents. Parents are asked to attend a meeting before their child starts, but many do not come. Too many parents fail to support the centre in its efforts to improve pupils' attendance, and do not attend the re-introduction meeting if their child is excluded. The centre tries hard to engage parents, by contacting them over the telephone with good news as well as when there are concerns, and through letters, but finds that it often meets with little or no response. Written information for parents is minimal; the centre does not provide a prospectus or a report from the management committee, but there are plans for these to be introduced. However, useful information is provided in the induction pack. Annual reports are provided for those pupils for whom they are required, but they do not give parents the information they should receive, because while they provide much about their child's attitudes and behaviour, there is insufficient information about their academic achievement.
34. The centre is fortunate in its links with the local theatre through the artistic director who teaches drama in the centre. Visits made to the theatre and the use of the local area to make a film give the pupils exciting and enjoyable experiences. Other facilities are used for physical education, including outdoor pursuits. Involvement with the Greater Manchester Music Action Zone (Gemazz), a creative music partner, enabled pupils to gain much satisfaction in the making of a music compact disc.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management of the centre and governance are **unsatisfactory**.

### **Main strengths and weaknesses**

- The management committee is not sufficiently well-informed about the strengths and weaknesses of the centre and, consequently, does not support and challenge managers sufficiently to bring about improvement.
- Implementation of agreed plans and policies is inconsistent and slow.
- Staff are strongly committed to helping pupils return to mainstream school.
- The centre's arrangements to evaluate its own performance are unsatisfactory.

### **Commentary**

35. The management committee for the centre performs the same function for all of the local authority's pupil referral units and, because of this, has a clear vision for the part the centre plays in LEA overall provision. But the committee's vision for the development of the centre itself is not clear due to a lack of understanding of its strengths and weaknesses. Due to an administrative error, the committee has not received reports from the centre's school improvement officer. This omission has been compounded by the fact that the reports of the head of centre do not provide details of the weaknesses identified by the school improvement officer in June 2004. In addition, minutes of the management committee meetings indicate that the strengths and weaknesses of the centre have not been discussed in sufficient detail and, therefore, the ability of the committee to challenge and support the leadership of the centre is unsatisfactory. The capacity of the committee to support the development of the centre was, until June 2004, undermined by the lack of school

improvement support from the local authority and continues to be undermined by the lack of effective support to help improve the attendance and behaviour of pupils.

36. Leadership at all levels is unsatisfactory. The head of centre does have a clear vision for the development of the centre and its place in the wider LEA service and, with the help of the new school improvement officer, has identified relevant priorities for improvement. However, this vision is not shared sufficiently by all staff and, as a consequence, many of the planned improvements, such as the introduction of new assessment procedures, have not been implemented with consistency or rigour.
37. The centre has a satisfactory plan to improve the weaknesses identified in June 2003 which does indicate that the head of centre has high expectations for the centre. However, the rate of improvement has been too slow. The need to improve weaknesses in teaching and learning, self-evaluation, assessment and pupils' attendance and punctuality are continuing themes in the school improvement officer's reports from June 2004 to April 2005 and, despite the urgency stated in these reports, the weaknesses remain at the time of the inspection. Leadership at all levels has not secured the much needed improvements.
38. Leadership of teaching and curriculum is unsatisfactory. Although the improvement plan contains relevant priorities to improve teaching and the curriculum, implementation of the plan has been too slow and largely ineffective. At subject level, this has resulted in the failure to put into practice agreed policies such as those for teaching and learning and assessment. As a result, teaching and the content of lessons are rarely matched to individual pupil's needs and the required assessment practices do not take place.
39. Pupils attending the centre often behave in a very disruptive and challenging way. Despite this, staff are strongly committed to helping all pupils to develop as well as possible. Staff provide effective role models for pupils when they respond in the calm way to the often disturbing behaviour exhibited by pupils. However, the arrangements to improve pupils' behaviour and attendance have been largely unsuccessful and the lack of co-operation from many mainstream schools impedes successful reintegration. In the last academic year, however, 19 pupils successfully returned to a mainstream school.
40. Management of the centre is impeded by the absence of a deputy to the head of centre. The LEA plans to recruit a deputy in the near future. The head of centre's time is consumed by daily routines and attending to the many behaviour incidents that occur each day. As a result, the development of procedures to evaluate the effectiveness of the centre has been too slow and arrangements are currently unsatisfactory. Although the head of centre has begun to observe lessons and analyse pupils' work, these activities are not carried out with sufficient frequency and consistency to ensure that the process leads to action to secure improvement. Furthermore, the centre does not routinely collect and analyse data on its own performance and the achievement and behaviour of pupils. The available data is not collected in a consistent manner and is not analysed sufficiently to identify the weaknesses, strengths and patterns that will inform the drive for improvement.
41. The required arrangements for the performance management of staff are in place and are satisfactory. The targets set for staff meet requirements, but the absence of effective arrangements to assess pupils' attainment will hamper the extent to which staff can be judged to have met successfully the pupil progress target. All staff have access to further development and training and records show that many have participated in relevant training opportunities. However, the centre's commitment to training in relation to its own plans for improvement is unsatisfactory. The training records of all staff show that there has been little whole-staff training since 2003 and that the requirement, in the 2003/04 improvement plan, for all staff to be trained in behaviour management has not been met. This improvement plan also required that all staff be trained in safe handling procedures; this took place in 2003 and a further course is planned for 2005, but there was no training in 2004 and good practice guidance indicates that all staff should have an annual up-date of these skills when dealing with very difficult behaviour.

42. The centre has a small devolved budget that is managed effectively. Financial management of the major part of the budget remains with the responsible officer of the local education authority and is satisfactory. The principles of best value are applied satisfactorily to the major spending decisions made by managers and the management committee.

## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES IN KEY STAGE 3**

### **ENGLISH**

*Judgements are based on the observation of five lessons covering all groups of pupils. They also take into account assessment records, teachers' planning documents, work produced by pupils and discussions held with the acting subject co-ordinator.*

Provision in English is **satisfactory**.

#### **Main strengths and weaknesses**

- Teaching is often good and the few pupils who attend regularly achieve well in lessons.
- Intermittent or poor attendance inhibits the progress and attainment of many pupils over time.
- Pupils generally behave well and display positive attitudes to the subject.
- Drama makes a very good contribution to the subject, particularly in improving pupils speaking and listening skills.
- The absence of clear priorities designed to develop the subject means that leadership and management are unsatisfactory.

#### **Commentary**

43. As a result of good teaching, pupils achieve well in most lessons. They make satisfactory progress in reading and show an interest in a range of reading materials. While some are reluctant writers, improvements are being made through the use of writing frames and information communication technology (ICT). Orally, pupils have no difficulty in expressing themselves because the teacher encourages extended comment emphasising key words and allows them to develop ideas or tell anecdotal stories, if they are relevant. However, there are weaknesses in teaching. Only one lesson plan serves the needs of all groups and, as such, does not address the individual learning needs of pupils. Teacher assistants are not sufficiently proactive at the beginning and end of lessons and no reference is made in lessons to pupils' targets in individual education plans.
44. Attendance at all of the lessons is poor. For example, in only one lesson out of five was attendance better than fifty per cent. This, coupled with lateness to lessons, prevents pupils from building steadily on prior learning. Consequently, progress over time, despite the mainly good teaching, is no more than satisfactory. This is confirmed by a scrutiny of pupils' work, including those whose attendance is a matter of concern. Progress for this latter group is clearly unsatisfactory.
45. Pupils' behaviour and attitudes to their learning are generally good in English lessons and very good in drama. Pupils engage in set tasks, are generally co-operative and when motivated, try hard to do well. Nevertheless, there are occasions when pupils struggle to sustain appropriate classroom behaviour and language. Some find it difficult to maintain their concentration for the length of a lesson; they lack confidence in their own ability and are easily discouraged. On occasions, pupils are either sent or opt for the isolation room.
46. The quality of teaching and learning in lessons is often good. The temporary, but specialist teacher of English, has a good understanding of the subject and tries hard to teach it in a way that interests and engages pupils. The various aspects of English are well co-ordinated. The teacher shares the objectives of the three-part lessons so that pupils know what to expect. Lessons are well paced with a variety of opportunities for pupils to read, write, speak and listen. She is persistent in insisting that pupils attend and behave and usually manages behaviour in a positive way and with good humour. At the end of lessons, through questions and answers, she confirms pupils' gains in learning.

47. Drama/film-making is a particularly strong subject, which pupils can enjoy. It raises pupils' self-esteem, encourages them to improvise, to work together and improves their speaking and listening skills. The part-time drama teacher is a charismatic figure who has great credibility with staff and pupils alike. Teaching is of a high standard. The teacher instantly engages pupils by challenging them to act out social situations, which he films. For example, they act out a scene in which a school is burnt down. As a group, pupils decide who will play what part, what kind of actions and words would be appropriate and how they can best adapt the classroom. Everyone is involved. Those 'reluctant actors' help with the filming but, over time, they too take part. The role-play is filmed and viewed and provides instant feedback on their performance. Together, pupils work out how they can refine and improve their performance. For example, slowing down or being clearer with their speech, or being more deliberate with their actions. Only when everyone agrees it is worthy of showing to others is it considered finished. Drama also makes a good contribution to other subjects such as history, citizenship and personal, social and health education.
48. The quality of subject leadership and management in English is unsatisfactory. There is no development plan to move the subject forward which has analysed test performance, and identified staff training needs and resources. Procedures in the teaching and learning policy, for baseline assessment, marking and homework have not been properly implemented. Although a useful pupil self-assessment document is about to be introduced, assessment procedures generally, which ensure a good match and challenge of work to pupils' level of attainment, are underdeveloped. Accommodation looks on the surface to be good with a spacious classroom, but it acts as a thoroughfare for pupils and staff to gain access to classrooms on either side and, as such, detracts from learning. Resources are good with a reasonable supply of fiction and non-fiction books, including short stories and plays, a video and an interactive whiteboard. However, during the week of the inspection, technical problems with computers prevented pupils from using the ICT program Successmaker to consolidate their reading and spelling skills.

### **Language and literacy across the curriculum**

49. Provision for language and literacy across the curriculum is satisfactory. There is whole school agreement to deliberately reinforce language and literacy skills across the curriculum. In ICT for example, pupils learn how to write and address a letter. In science, in the topic 'Fit and Healthy' key words such as alcohol and liver are linked and defined, and in personal, social and health education, pupils read, write and discuss a range of issues about drugs.

### **MATHEMATICS**

*Five lessons were seen in mathematics. Evidence was also gathered from pupils' work and discussions with teachers and pupils.*

Provision in mathematics is **unsatisfactory**.

#### **Main strengths and weaknesses**

- Teaching content is not sufficiently well matched to pupils' abilities and their achievement is unsatisfactory.
- Pupils' attitudes are unsatisfactory and their behaviour is fragile and often unsatisfactory. The frequent disruptions caused by the accommodation contributes to pupils' poor concentration.
- Teaching is not sufficiently well matched to pupils' abilities.
- The assessment of pupils' work is unsatisfactory and does not help them to improve.
- The number of serious deficiencies in the subject mean that leadership and management are unsatisfactory.

### **Commentary**

50. Overall, the achievement of pupils is unsatisfactory. Pupils who attend regularly occasionally work hard in lessons. However, because most have spent long periods of time out of school and their attendance at the centre is sometimes erratic they are unable to make up for the work they have missed. Consequently their attainment remains below that of pupils of the same age and they do not achieve as well as they should. The work of the small number of pupils who attend regularly indicates that they are gaining satisfactory understanding of topics such as simple probability and the collection, analysis and presentation of simple data. But work is not matched sufficiently well to pupils of differing prior attainment. Despite using appropriate data to set individual targets related to Year 9 National Curriculum tests, the observation of lessons and the analysis of their work indicate that all pupils complete exactly the same work. This prevents many from making the progress needed to achieve the targets set. The work of pupils whose attendance is erratic or rare is limited in quantity and topics are often not completed; the achievement of these pupils is unsatisfactory.
51. Pupils' attitudes to mathematics are unsatisfactory. Even those who attend regularly show little enthusiasm for the subject and only limited satisfaction when they complete the mundane tasks that are set for them in lessons. Most pupils do not know the targets that have been set for them and have no understanding of what they need to do to achieve these targets. Pupils' behaviour in lessons is fragile and often unsatisfactory. The classrooms in which mathematics is taught also act as thoroughfares to other parts of the building. This results in frequent disruptions which contribute significantly to pupils' inability to concentrate on their work.
52. Teaching is unsatisfactory overall. In three of the five lessons seen, satisfactory teaching enabled pupils to re-engage with learning mathematics and to begin to overcome the difficulties with their behaviour. In these lessons, teaching was sufficiently knowledgeable about the subject and the good relationships between pupils and adults enabled pupils to complete the work set. Pupils' behaviour is usually managed satisfactorily, but this is due mainly to the high number of adults present in each lesson rather than by the consistent application of agreed procedures.
53. The remaining lessons and the analysis of pupils' work, however, reveal significant shortcomings in the teaching of the subject. The teacher's knowledge of mathematics and how it should be taught is sometimes inadequate and this results in pupils being given incorrect guidance about how a particular problem should be solved. Planning is superficial and although objectives are established for each lesson, these are not matched to individual pupils' prior attainment and there is no planning for how the intended activities set will enable pupils of different abilities to achieve their predicted targets. Since all pupils complete the same tasks, many are not challenged by the work and the expectations set for them are often unrealistic; frequently pupils can already do the work they are given and, as a result, they express boredom and a reluctance to complete tasks. Assessment of their work is unsatisfactory and does not enable pupils to understand how well they have done or what they need to do to improve. As a result, pupils' learning is unsatisfactory and they do not make the progress that they should.
54. Leadership and management of the subject are unsatisfactory. The co-ordinator has not put in place methods to assess and record pupils' progress or to assess their attainment on entry to the centre despite this being an agreed policy. Several assessment systems have been tried, but all have been abandoned so that, currently, the arrangements do not ensure that work set for pupils is sufficiently challenging or matched to their abilities. There are no arrangements to monitor the teaching of the subject and the support given to non-specialist teachers is ineffective. It is also unsatisfactory that there is no scheme of work to guide teaching and no clear plan for the improvement of the subject.

55. Classrooms are of an adequate size for the number of pupils in each group, but because there are no corridors lessons are frequently disrupted by the passage of adults and pupils. Resources for the subject are satisfactory.

### **Mathematics across the curriculum**

56. The development of pupils' mathematical skills in other subjects is unsatisfactory. Too few opportunities are provided for them to use their skills and the centre has not agreed the contribution each subject should make to pupils' numeracy.

### **SCIENCE**

*Five lessons were seen in science. Evidence was also gathered from pupils' work and discussions with teachers and pupils.*

Provision in science is **satisfactory**.

#### **Main strengths and weaknesses**

- The subject leader, who is a science specialist, has good subject knowledge.
- Procedures to assess pupils' progress are unsatisfactory.
- Although the centre has a science laboratory, some lessons take place in classrooms because the subject leader is not timetabled to teach all science lessons.
- Science makes a good contribution to pupil's health education.
- Pupils enjoy practical activities and generally respond well to them.
- Lessons are interrupted by pupils arriving late and incidents of disruptive behaviour caused by pupils who should be in other lessons.

#### **Commentary**

57. Those pupils, who attend lessons, are motivated by opportunities to take part in simple experiments in the laboratory. Consequently, they make good progress in lessons in developing scientific skills such as taking measurements, recording observations and predicting the outcome of investigations. However, because of erratic attendance and time lost through arriving late to lessons or being withdrawn for unacceptable behaviour, pupil's progress is only satisfactory when measured over time. The progress of a significant group of pupils whose attendance is particularly poor is unsatisfactory. The science specialist, because he has good subject knowledge and makes lessons interesting, is generally able to keep pupils on task. However, lessons are disrupted when pupils who are meant to be in other lessons come into the room and are abusive. Teachers do not always complete risk assessments before introducing activities with implications for pupil's health and safety. This was evident in a lesson about earth science when two pupils had to be withdrawn to the isolation room after behaving dangerously with rocks. Teachers base their teaching on lesson plans designed to be used with all teaching groups. This means that work is not always well adapted to the particular needs of individual pupils. Also, pupils do not have opportunities to extend and build on their work in lessons as homework is not set in science.

58. Pupils follow a suitable curriculum which is based on the Key Stage 3 science strategy. There is a good focus on promoting health education through science. For example, in a unit about keeping fit and healthy, pupils learn about the importance of healthy eating and maintaining the correct body weight for their height. The centre benefits from having a subject leader who is a science specialist and well qualified to teach the subject. However, the subject is taught by three teachers as the subject specialist is deployed for more than half his timetable leading or supporting lessons in a variety of other subjects. Although the centre has a properly equipped science laboratory, lessons which are not taught by the subject leader are taught in classrooms. Consequently, the centre does not make effective use of the skills of the science specialist or of the science laboratory. Leadership and management in science are unsatisfactory. There is no subject development plan to provide

a framework to move the subject forward and systems for monitoring teaching and planning are under developed. There are, currently, no proper procedures to assess the progress which pupils make. However, the subject leader would like to introduce baseline assessment on entry linked to regular assessments over time.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

*Three lessons were seen in information and communication technology (ICT). In addition, inspectors looked at samples of pupils' work and teacher's planning. They also spoke to pupils about their work and experience of using ICT.*

Provision for ICT is **satisfactory**.

### **Main strengths and weaknesses**

- The ICT teacher creates a calm atmosphere for learning, but does not have sufficient strategies to manage difficult behaviour when it occurs.
- Most pupils enjoy ICT and sustain their interest and concentration in lessons.
- Work planned does not take sufficient account of the different attainment levels of individual pupils.
- The achievement of some pupils is affected by their poor attendance at the Centre.
- The delivery of the subject needs more rigorous monitoring by the senior management team.

### **Commentary**

59. The ICT teacher is effective in creating a quiet and orderly atmosphere which, in most lessons, helps pupils to concentrate on learning. Pupils generally respond well to this and so there are few incidents of disruptive behaviour. However, when incidents do occur the teacher is unable to resolve them without support from others as he has had only limited training in behavioural management and no restraint training. Opportunities to use computers to play games or music are used to motivate pupils to complete tasks set. Consequently, pupils generally work well and make good progress in lessons. An example of this was in a lesson for two pupils in Years 8 and 9 on fixed term exclusions. The pupils settled to their work and persevered with formatting a letter and learning to use the spell checker to correct spelling errors. This meant that they were able to produce work of a standard to be submitted for an externally accredited award. However, because the teacher delivers the same lesson content to different groups of pupils, work set is not sufficiently well matched to the particular needs of individual pupils. This means that high achieving pupils are not sufficiently challenged, whilst pupils who find ICT more difficult require high levels of support to complete their work. The progress of the significant number of pupils who either do not attend, attend rarely or erratically is unsatisfactory. They produce only small amounts of finished work and do not build effectively on previous learning. Procedures have been recently introduced to assess pupils' skills in using computers. However, at present, these procedures are not sufficiently accurate to show the progress pupils make over time. The quality of marking is unsatisfactory. Written and word processed work is not consistently marked and does not give feedback to pupils which would help them to improve their performance.

60. Although the ICT teacher is competent at teaching skills such as word processing, he is not a qualified teacher and has not received sufficient direction from the senior management team to develop the subject. For example, there has been insufficient monitoring of the curriculum and teaching and there is no up-to-date development plan to provide a framework for improvement. Pupils have had some opportunities to develop skills in using computer applications including introductory work in using spreadsheets. However, the opportunities for higher attaining pupils to work with a variety of computer applications need extending. Teaching in ICT lessons takes place in a large computer suite which provides an attractive working environment. However, if there was full attendance, there are not sufficient computers to allow individual access in all teaching groups.

## Information and communication technology across the curriculum

61. There are not sufficient opportunities for pupils to extend and apply their ICT skills in the different subjects of the curriculum. There are isolated examples of pupils using ICT in other subjects. For example, in a science lesson a pupil used an Internet search engine to find out his body mass index as part of a topic on being fit and healthy. Pupils also have timetabled sessions to use a software package to develop skills in basic literacy and numeracy. However, there are not sufficient opportunities for pupils to extend and apply their ICT skills in the different subjects of the curriculum. Although there are five smart boards in the centre, two are not working and the boards are underused in lessons.

## HUMANITIES

*Two lessons were seen in humanities. Evidence was also gathered from pupils' work and discussions with teachers and pupils.*

Provision in humanities is **unsatisfactory**.

### Main strengths and weaknesses

- Pupils' achievement is unsatisfactory because teaching is not sufficiently well matched to pupils' abilities.
- The assessment of pupils' work is unsatisfactory and does not help them to improve.
- Leadership and management of the subject are unsatisfactory.
- Leadership and management are unsatisfactory because agreed procedures for the development of teaching and learning and assessment are not followed.

### Commentary

62. Pupils follow a course of integrated humanities which incorporates aspects of history and geography. During the inspection, all pupils were studying a geography topic about West Africa.
63. Pupils do not achieve as well as they should because the work set for them is largely the same. There are no arrangements to assess pupils' knowledge and skills in history or geography when they are admitted to the centre and therefore no way that the work set can be matched to their prior attainment in the subjects. Pupils' work folders indicate coverage of a range of topics such as Medieval Times, European countries and the current topic of West Africa. In many folders, however, much of the work is incomplete and is marked only with a simple tick and a comment such as "Well done" or "Please complete the work". Very little work is dated.
64. Teaching in the lessons seen was satisfactory, but displayed the same weaknesses evident to a greater extent in pupils' work. Teaching is based on a sound knowledge of the subject and is enthusiastic so that pupils are interested in the topics covered during the lessons. However, pupils are required to complete the same tasks regardless of their abilities and prior attainment. Assessment of their work does not inform them how well they have achieved or what they need to do to improve. The expectations set are the same for all pupils and the challenge contained in the work is too low. There is little expectation that pupils will complete the work set either during the lesson or at a subsequent time. As a result, pupils' progress in the subject is unsatisfactory.
65. Leadership of the subject has failed to implement the centre's agreed policies with sufficient rigour. For example, the centre's policies on teaching and learning and on assessment are not followed in the subject. There is no evidence that teaching and the curriculum are monitored or that the impact of these is evaluated against the achievement of pupils. The

plan for the improvement of the subject is superficial and does not identify with sufficient precision how the quality of provision and the achievement of pupils will be improved.

## **TECHNOLOGY**

### **Design and technology**

*There is insufficient evidence to make a judgement on provision in design and technology.*

66. The food technology room has been refurbished and is well equipped. The food technology teacher has recently introduced a suitable curriculum which includes a good emphasis on hygiene and safety in the kitchen and on healthy eating. However, at the present time, there are no procedures in place to assess the progress which pupils make. The management of difficult behaviour is not always effective in food technology so that, on occasions, lessons are disrupted and teaching time is lost. Pupils enjoy practical activities in design and technology such as making dough for a pizza base and preparing wood to make model cars. In a lesson in resistant materials, the pupils handled a variety of tools, including saws, sensibly and made good progress in learning how to work with wood.

## **VISUAL AND PERFORMING ARTS**

### **Art**

*There is insufficient evidence to make a judgement on provision in art.*

67. There is a good emphasis on using art to promote pupil's literacy skills. For example, key words are posted on the wall in the art room to support pupils' learning by using the correct vocabulary when planning and discussing their work. In the one lesson seen, pupils were working on 3D models made of Modrock. Most pupils responded satisfactorily and took care in constructing and painting their models even though, at times, their behaviour was difficult. Although the teacher was persistent in his attempts to promote good work and behaviour, he was not effective in following through requests and ultimatums for pupils to stop swearing.

## **PHYSICAL EDUCATION**

*There is insufficient evidence to make a judgement on provision in physical education.*

68. In one of the lessons observed, late notice about the unavailability of the local sports centre gave pupils the excuse to exhibit their worst features; they refused to comply with teachers' requests and behaved very poorly. When order was restored pupils were organised into cricket and badminton groups. However, no attempt was made to teach or coach skills or to improve pupils' performance. Staff did not change into appropriate sports clothing, so as to set an example for pupils.
69. The other lesson observed was, by contrast, a well-prepared and well-organised activity. Pupils followed a treasure trail set in a local village and along side a river and railway. The session was effectively led jointly by a teacher from the centre and a youth leader who provided the professional expertise, the equipment and transport. Good attention was paid to health and safety throughout. Pupils worked together well to solve clues along the route and behaved appropriately throughout. However, less than fifty per cent of the group were present to benefit from this activity.
70. Other activities in this outdoor pursuits afternoon include, cycling, indoors climbing and camp fire cooking. In addition, visits are made to places of interest, for example, a wildfowl trust centre. The programme makes a positive contribution to the development of pupils' sense of social responsibility and citizenship. Pupils who successfully complete the courses are awarded an 'I can do it - Broadway Fast Track certificate'. These activities add breadth, balance and challenge to the physical education curriculum and give good opportunities for pupils to develop their personal and social skills.

## **PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION**

*Inspectors saw four lessons and in addition looked at pupils' work and display, scrutinised subject documents and records and talked with staff.*

Provision for personal, social, health and citizenship education is satisfactory.

### **Main strengths and weaknesses**

- Teaching is consistently good and pupils who attend regularly achieve well and make good progress in lessons.
- Despite the efforts of staff, the subject is failing to impact positively on pupils' attitudes, behaviour and attendance.
- Pupils' failure to arrive on time means that they are missing valuable opportunities first thing in the morning to experience activities that will contribute to their personal development.

### **Commentary**

71. The quality of teaching and learning is consistently good and, as a result, those pupils who attend regularly make good gains in knowledge and understanding of the misuse of drugs. The teacher has good subject knowledge and manages behaviour in a confident and assertive manner, keeping pupils on task and giving them a variety of activities that are suitably challenging and, at the same time, providing them with good opportunities to read, write and speak. These lessons move at a brisk pace and increasing use is made of key words. Pupils readily join in because the topic is relevant, appropriate and motivating. They display considerable prior knowledge and an awareness of which drugs are legal and illegal and the consequences of taking them. The teacher makes good use of a specially produced programme on drug misuse 'A Pack of Truths' which explores, through different social situations, how attitudes to drugs are developed. The subject is enhanced by the contribution of specialist visitors, for example, the LEA health adviser, who brings expertise, sensitivity and enthusiasm to areas such as sex education.
72. All staff are committed to the importance of promoting pupils' personal development both through the taught PSHCE programme, across the curriculum and in the more informal settings of the school day. They provide positive role models in the quality of relationships with each other and in the concern, patience and respect they show to pupils. However, in the short term at least, the subject is not effective in developing in pupils important personal and social skills, such as a willingness to get on and be considerate to others, to take more responsibility for their own learning and to abide by the school rules and expectations. They have not developed a sense of community whilst at the centre, nor do they understand the associated responsibilities that go with this.
73. The co-ordinator leads the subject in a satisfactory manner. A comprehensive PSHCE programme appropriately includes sex education, the misuse of drugs and aspects of careers and citizenship education. Resources for the subject are good, but the PSHCE room is small and cramped. No use of ICT or videos was seen during the week of the inspection. Assessment procedures are underdeveloped. Records available identify the content of what has been covered in lessons rather than what has been achieved by pupils. No reference is made at the beginning or end of lessons to pupils' targets in their individual education plans. The daily tutorial session at the beginning of the day is meant to be an important occasion when pupils can build relationships and share problems with staff in an informal and relaxed manner. It fails to do so because those pupils who do attend come later in the day. For example, by nine o'clock on three mornings only a fifth of pupils were present. This time slot and its purpose need to be thoroughly evaluated. In addition, the absence of a pupil council means that pupils are not able to contribute ideas on the running of the centre and opportunities for pupils' self-development are missed.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the Centre</b>	<b>5</b>
How inclusive the Centre is	4
How the Centre's effectiveness has changed since its last inspection	8
Value for money provided by the Centre	5

<b>Overall standards achieved</b>	<b>5</b>
Pupils' achievement	5

<b>Pupils' attitudes, values and other personal qualities</b>	<b>5</b>
Attendance	6
Attitudes	5
Behaviour, including the extent of exclusions	5
Students' spiritual, moral, social and cultural development	5

<b>The quality of education provided by the Centre</b>	<b>5</b>
The quality of teaching	5
How well pupils learn	5
The quality of assessment	5
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	5
How well the school seeks and acts on pupils' views	5
The effectiveness of the school's links with parents	4
The quality of the Centre's links with the community	4
The school's links with other schools and colleges	4

<b>The leadership and management of the school</b>	<b>5</b>
The governance of the school	5
The leadership of the headteacher	5
The leadership of other key staff	5
The effectiveness of management	5

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