

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE CENTRE

The centre is a pupil referral unit (PRU) serving up to 30 Key Stage 3 pupils from the city of Hereford and its surrounding area. It was previously known as Eign Road PRU but transferred to new premises at the start of the autumn term this year. Pupils attend for 12.5 hours each week. Pupils admitted to the centre have all struggled to access mainstream education on account of their emotional or behavioural difficulties. At present there are 20 on roll, most of whom have developed a phobia of school but several of whom have been excluded from previous schools on account of their unacceptable behaviour. Pupils can be admitted at any time in the school year, often at short notice. There are 16 boys and 4 girls, all white and English speaking. All pupils have special educational needs, one has a statement of special educational need and several others are undergoing assessment. Most pupils have a below average attainment on entry but there is a very broad range, with a small minority of broadly average ability pupils and a similar minority of well below average ability. It is the aim of the centre to return as many pupils as possible to mainstream schools or to find appropriate full time education in specialist provision when this can better meet their needs.

HOW GOOD THE CENTRE IS

This is a very good centre. It succeeds in returning a large proportion of pupils to full-time education within a year of admission. It does this by teaching them very well, thus helping them to achieve their individual targets. Some of these targets are academic and others relate to personal development. In each instance expectations are very high and they are invariably met. This is achieved because the leadership and management of the centre are very strong and have built up a team that works well together to create a centre that is safe, happy and very professional. The high standards promoted by the centre lead to the centre giving very good value for money.

What the centre does well

- High quality teaching leads to pupils making very good progress
- The headteacher is providing excellent day to day management, is leading by example and is setting very high standards for staff and pupils
- The centre is a safe and happy place, pupils enjoy attending, behave well and work hard
- There is a good focus upon English, mathematics and science. Numeracy and literacy feature strongly throughout the curriculum
- There are very strong links with parents. These are aided by regular communication and the exchange of good quality information.

What could be improved

- Opportunities for pupils to participate in practical activities such as cookery, wood and metalwork.
- The management committee's involvement in the leadership and management of the centre

The areas for improvement will form the basis of the action plan prepared by the local education authority.

HOW THE CENTRE HAS IMPROVED SINCE ITS LAST INSPECTION

The centre has not previously been inspected

STANDARDS

The table summarises inspectors' judgements about how well pupils are achieving in relation to their individual targets by the time they leave the centre.

Progress in:	by age 14	Key
English	A	Very good A
Mathematics	A	Good B
Science	A	Satisfactory C
Personal, social and health education	A	Unsatisfactory D
Other personal targets set at annual reviews or in IEPs*	A	Poor E

* IEPs are individual education plans for pupils with special educational needs

Achievement is very high across the whole curriculum. Pupils make very good progress in reading, writing, speaking and listening and in mathematics. In science they make excellent progress with regards the study of living things but have few opportunities to study physical and chemical processes. Progress is very good in physical education, art, geography, history and information technology, which is particularly well used in support of other subjects. The systematic attention paid to promoting numeracy and literacy skills in almost every lesson is resulting in very good progress in both areas. A high quality PHSE programme is facilitating high achievement with regards personal development.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the centre	Very good. Pupils show interest in their work and make a great effort to do their best. They often become engrossed in their lessons, ask sensible questions and develop enquiring minds.
Behaviour, in and out of classrooms	Very good. Several pupils have entered the centre with a past record of poor behaviour but they make great progress in improving it. There is very little bullying. Pupils are helped to relax and this significantly improves progress.
Personal development and relationships	Very good. Underlying the whole success of the centre are the excellent relationships between staff and pupils. Trust that is built up, which helps pupils to take on more personal responsibility and to face up to their problems with a positive outlook.
Attendance	Towards the end of last year the non attendance of a small number of pupils distorted overall figures but so far this year there has been a significant improvement with nearly all pupils establishing good patterns of attendance.

TEACHING AND LEARNING

Teaching of pupils:	
Lessons seen overall	Very good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Seventy per cent of all teaching is very good or better and the standard never fell below good throughout the inspection. The very good progress that pupils are making indicates that this very high standard of teaching is consistently maintained. What impresses is that teaching is strong in all subjects and that all teachers are achieving a very high standard, there are no weak links. Teachers demonstrate excellent skills in the teaching of basic skills in almost every lesson and their marking of pupils' work is exemplary, giving pupils immense help in understanding what they are doing well and where they could improve. In 15% of lessons teachers achieve an excellent standard which inspires pupils to put great effort into their work and promotes a very high standard of learning.

OTHER ASPECTS OF THE CENTRE

Aspect	Comment
The quality and range of the curriculum	Good. There is a very good focus upon English, mathematics and science. Literacy, numeracy and the use of information technology feature strongly in all subjects. Very good attention is paid to geography and history and there are strong art and physical education programmes. Weaknesses in the curriculum are the limited opportunities that pupils have to develop practical skills, an imbalance within the science curriculum and the lack of music.
Provision for pupils with special educational needs	Very good. Teachers take great care to ensure that work is carefully planned to address pupils' needs so that all can achieve success.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Through the strong personal, social and health education programme pupils are encouraged to develop strong social and moral values. Their work is valued and they are helped to feel better about themselves. They are taught to show concern for others less well off than themselves. A strong programme of visits and visitors helps promote cultural awareness and very good attention is paid to developing an understanding of cultures other than their own. Cultural development is weakened by the lack of music in the centre.
How well the centre cares for its pupils	Very good. Staff understand the pupils' needs very well and are well placed to help them. Child protection procedures are very good and good policies are in place to guide the promotion of high standards of care. Staff and parents work very well together to secure the best outcomes for

	pupils.
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HOW WELL THE CENTRE IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. In an unassuming manner the headteacher leads a very strong team. She has managed the many recent changes in the provision particularly well and has an excellent understanding as to how the centre can continue to grow and improve. Responsibilities have been allocated with consideration, ensuring that the varied skills of all staff are put to best use.
How well the management committee fulfils its responsibilities	The local education authority has been slow to establish a management committee. One now exists but it has yet to meet and has had no impact on the leadership and management of the centre. The local education authority has otherwise supported the centre well.
The centre's evaluation of its performance	Very good. In such a small centre much of the monitoring is informal but it is effective in that it is clearly identifying areas of strength and weakness and priorities for development. Information is shared well with the local education authority and this is helping to improve overall provision.
The strategic use of resources	Very good. The centre has control of only a small part of the total budget but it spends wisely. Staff are particularly well deployed, efficient use is made of accommodation and resources.

The accommodation is excellent. The building has been restored to a very high standard. There are excellent classrooms with specialist provision for art, science and information technology. Very good use is made of resources outside the centre, such as the pool and leisure centre. Resources are very good and strongly support learning because they are well matched to the needs of the pupils. There are, however, insufficient resources to support the expansion of practical work with wood, metal and plastics.

PARENTS' AND CARERS' VIEWS OF THE CENTRE

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children are happy • The quality of teaching • The information they receive about their children's progress • The friendliness of staff 	<ul style="list-style-type: none"> • A very small minority of parents would like to see more work sent home

All parents are very positive about the centre and are very grateful for the way in which it is

helping their children. The inspection team feels that these views are well justified. It also feels that the concerns regarding homework are unjustified and that homework is actually of a very high standard.