

**Inspection under Section 10 of the
Schools Inspections Act 1996**

**Cyfle (Wrexham) Young Mothers' Unit
Abenbury Community Centre, Bridge Road,
Pentre Maelor, Wrexham. LL13 9PT**

School Number: 6651103

Date of Inspection: 30/03/06

by

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W104/16227**

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The **Cyfle (Wrexham) Young Mothers' Unit** was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of **Cyfle** took place between 30/03/06 and 31/03/06. An independent team of inspectors, led by Jim Phillips, undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by the students, the quality of education provided by the Centre, the quality of leadership and management and the contribution made by the Centre to its students' spiritual, moral, social and cultural development.

The five-point scale used to represent all inspection judgements in this report is as follows:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This PRU received a **full** inspection and had **not previously had a school inspection.**

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13	Y14
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19

The National Curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Contents	Page
Context	5
Summary	6
Recommendations	10
Standards	11
Key question 1: How well do learners achieve?	11
The quality of education and training	12
Key question 2: How effective are teaching, training and assessment?	12
Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	13
Key question 4: How well are learners cared for, guided and supported?	15
Leadership and management	18
Key question 5: How effective are leadership and strategic management?	18
Key question 6: How well do leaders and managers evaluate and improve quality and standards?	19
Key question 7: How efficient are leaders and managers in using resources?	20
Standards achieved in subjects and areas of learning	21
English	21
Welsh second language	22
Mathematics	22
Science	23
Information technology	23
Design technology	24
Modern foreign languages	24
History	24
Geography	24
Art	24
Music	25
Physical education	25
Religious education (including religious studies)	25
Child Development	26
Centre's response to the inspection	26
Appendices	27
A Basic information about the school	27
B School data and indicators	27
C National Curriculum assessments results	28
D Evidence base of the inspection	28
E Composition and responsibilities of the inspection team	29

Context

The nature of the provider

1. The **Cyfle** Young Mothers' Unit provides education and support for pregnant and parenting schoolgirls. It is based in the Community Centre at Pentre Maelor, about 4 miles East of Wrexham. It is close to the Wrexham Industrial Estate and is set in rural surroundings that provide a pleasant and discrete location.
2. The facilities for meeting the pupils' needs are good and the provision, on site, of a Crèche enables the young mothers to have regular access to teaching and learning. Provision is made at the centre for tuition from the 28th week of pregnancy and continues for one and a half terms for 4 days per week (19 hours). Additionally, the Unit works with medical staff to provide a 2 hour, weekly *Mums2B* session on parenting, personal, social and health education at the Maelor hospital.
3. Placements are made from within the County of Wrexham and from other neighbouring authorities. Transport is provided by the pupil's Local Education Authority. At the time of the inspection, 9 girls were registered at the centre, 8 being in Y11 and 1 in Y10. Some of the girls were pregnant and recent admissions. Others had had their babies and the provision of the on site crèche had been enabled their return to the centre to continue their education after a short *maternity leave*.
4. Reintegration is the aim for all pupils and they remain on the roll of their mainstream school. The Education Social Work Service and other involved agencies provide support and maintain close links with the schools so that good opportunities are provided for the girls to continue their education. Continuing support is provided when pupils return to their mainstream school.
5. Where re-integration is not appropriate, the centre enables pupils to complete accredited courses at the centre and have the opportunity to move on to further training and education on leaving school. In some circumstances, help is also provided to older girls who continue their full-time education post-16.
6. The centre provides:
 - a core curriculum, taught by specialist teachers, providing individual and group work aimed at raising self-esteem;
 - GCSE and other accredited courses;
 - links to health services and a parent support network including a childcare / parent craft programme.
 - a careers and education guidance programme.

The Centre's priorities and targets

7. The centre aims to:
 - maintain a girl's education during her 'maternity leave';
 - develop responsible and confident attitudes towards work and roles in society;
 - develop self –esteem;
 - enable girls to work towards their potential in academic terms and in spiritual and moral awareness

Summary

8. The **Cyfle** Young Mothers' Unit provides outstanding education and support for pregnant and parenting schoolgirls. The centre is very well managed and organised to meet the particular and individual needs of the pupils, so that they have the best possible opportunity to effectively continue their education and successfully tackle the problems associated with early parenthood.

Table of grades awarded

Key question	Inspection grade
1 How well do learners achieve?	1
2 How effective are teaching, training and assessment?	1
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	1
4 How well are learners cared for, guided and supported?	1
5 How effective are leadership and strategic management?	1
6 How well do leaders and managers evaluate and improve quality and standards?	1
7 How efficient are leaders and managers in using resources?	1

9. In its very good self-evaluation report, the Centre also graded Key Questions 1, 4, and 5, as Grade 1. The other Key Questions were judged as Grade 2 but, because of the outstanding features identified during the inspection, the team awarded Grade 1.

Standards

10. During the inspection, pupils' standards of achievement were judged by the progress they made in relation to their previous attainments and the targets set for them in their individual programmes and coursework.

11. Students' standards of achievement in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
35%	65%	0%	0%	0%

Subjects

Grades for standards in subjects inspected:

Inspection Area	Inspection Grade
English	2
Welsh second language	-
Mathematics	1
Science	2

Information technology (ICT)	-
Design technology	-
History	-
Geography	-
Art	-
Music	-
Physical education	-
Religious education (including religious studies)	2
Child Development	2

12. Overall, across the range of curriculum subjects studied, the pupils make outstanding progress and achieve appropriate accreditation through GCSE or WJEC Entry Level. In their coursework for English, mathematics, science, child development and religious education, pupils are very productive, make up for lost time and often achieve levels of accreditation that exceed expectation. In practical, creative and physical activity, pupils achieve good standards in the elements covered but do not have sufficient experience across the range within the subjects, such as design and technology, art and physical education, to attain accreditation.

13. However, in subjects where a pupil has completed significant coursework at the mainstream school, the Centre enables this to be completed so that accreditation may be achieved. Examples of this last year included individuals achieving GCSE passes in geography, French, Welsh, art, and ICT.

14. The pupils make very good progress in the key skills of speaking and listening, reading, writing, numeracy and ICT. Their independent learning skills are developed effectively. They make outstanding progress in the development of their personal and social skills, particularly in their self-esteem, attitude to learning and positive view of their future. During specific Welsh lessons, good progress is made towards achieving bilingual skills.

15. Social skills develop well and the girls work together well. They become aware of the issues relating to diversity, equal opportunity and discrimination and develop positive attitudes and respect for others.

16. Most pupils significantly improve their levels of attendance but the poor attendance of a few individuals results in overall attendance figures being well below expected levels.

The quality of education and training

17. The percentage of grades awarded for the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
60%	33%	7%	0%	0%

18. Overall, the quality of teaching at the Centre is outstanding. The curriculum and learning needs of each pupil are taken fully into account in the planning and conduct of lessons. Outstandingly, teachers work as a team to make best use of their expertise in supporting pupils in their studies. The teacher-in-charge is very

skilled and experienced in supporting pupils across the range of curriculum subjects and the part-time specialist teachers provide a good range of curriculum expertise to support pupils' learning.

19. The close working relationships with pupils enables the teachers to know each girl's learning needs and style, continuously monitor their progress and provide feedback so that pupils know what they need to do to improve. Learning objectives are clearly set during lessons. Good records are kept on pupils' progress and experience and very good regular reports are made and shared with parents, colleagues in mainstream schools and, when support is provided for students at post-16, with colleges of further education.

20. All pupils maintain their place at their mainstream school with a view to them being reintegrated as soon as is appropriate. Very good liaison is maintained between the Centre and the mainstream schools, ensuring that pupils continue their education successfully and with as little disruption as possible. For some pupils in Y11, it is decided that they should complete their schooling at Cyfle.

21. Although it is not always possible for pupils to continue with all their studies, the Centre make all possible efforts to ensure that no significant opportunity is missed to enable the pupils to continue their education effectively. Occasionally, decisions to restrict the range of curriculum opportunity are made by the pupil's mainstream school. Accordingly, curriculum provision at the Centre is very appropriate and meets the needs of the pupils very well. For example, last year pupils were successful in gaining GCSE passes in up to nine subjects. By successfully being enabled to complete their schooling, along with receiving good careers advice, pupils are enabled to move on to further education or training when they leave school. However, the girls do not have sufficient opportunity to gain experience in the world of work and this is an element that the centre aims to improve.

22. The girls' involvement with the Crèche and off-site provision, such as the Mums2B and SureStart experiences, appropriately broaden and enrich their learning. They develop good economic, community and environmental awareness and a positive attitude to conservation, community regeneration and sustainable development. The outstanding attention given to the girls' personal and social development has a significant effect on their spiritual, moral, social and cultural development and they quickly gain confidence and positive, mature attitudes.

23. The provision for the pupils' care, support and guidance is outstanding. Referrals to the Centre are quickly followed up and the girls are enabled to access the full range of appropriate professional support available. The teacher-in-charge has established an excellent network of colleagues across the supporting agencies and liaises well with them to ensure that the girls' needs are met.

24. The Centre works very closely with parents and they value highly the support afforded to them and the provision made to meet the family's and the young mother's needs. The on-site Crèche enables the girls to take their babies with them to the Centre, gain valuable parenting skills and continue their education successfully.

25. A good baseline assessment, information from mainstream schools and the very good ongoing assessment of pupils' progress ensures that all have their learning needs identified and appropriate provision made to meet them.

26. Child protection procedures are fully in place. The Centre provides a suitable, secure and welcoming environment for both the Crèche and the girls' education but one issue of health and safety has been raised with the LEA and Centre Management Committee that requires their attention.

Leadership and management

27. The teacher-in-charge has a clear vision for provision at the Centre and her leadership is outstanding. Aims and objectives are shared with staff and partners in provision so that the needs of the young mothers are met. Excellent teamwork prevails, not only within the Centre but also between the other professionals, schools, organisations and agencies involved.

28. The teacher-in-charge keeps the Centre's Management Committee very well informed about the work of the Centre through termly reports. Committee members regularly visit to discuss aspects of provision and work effectively to promote the development of the service.

29. The very good self-evaluation of provision, securely based on first hand evidence, has resulted in clear targets being set for improvement. However, these procedures are not formalised into a yearly cycle so that the Centre may continue to fully monitor provision, identify strengths and weaknesses and determine future priorities for improvement.

30. Good staffing arrangements, using part-time specialist teachers, enables the curriculum to be delivered flexibly and effectively to meet pupils' needs. Resources for learning are of good quality, very well used and effectively supplemented by a pupil's mainstream school so that individual needs and course requirements are met.

31. The accommodation provides an appropriate setting and, despite the lack of some specialist facilities, it is used to best effect to provide a suitable range of learning experiences for the pupils.

32. The efficient use of resources, the very good achievements of the pupils and the excellent way their particular needs are met indicate that the Centre provides very good value for money.

Recommendations

In order to raise standards and improve provision the Centre, its Management Committee and the LEA need to:

- R1 continue to develop the extent and flexibility of the teacher resource and access to specialist facilities so that all pupils may continue to study their chosen range of accredited courses;
- R2 create effective pathways for pupils to access the world of work;*
- R3 ensure the continued high quality of the Centre's leadership and management through more formalised procedures;*
- R4 continue to improve attendance;
- R5 further develop pupils' bilingual skills;
- R6 address the health and safety issue raised with the Management Committee.

Note: The recommendations followed by a * indicates that the Centre has already recognised the need for improving the aspect in its Centre Development Plan.

The Centre, Management Committee and LEA are responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the Centre is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the Centre.

A copy of this summary is sent to every family with a student at the Centre. The full report can be obtained from the Centre.

Standards

Key question 1: How well do learners achieve?

Grade 1: Good with outstanding features

33. In its self-evaluation the Centre also judged this Key question as Grade 1.
34. In all the lessons observed, pupils consistently made good or very good progress towards achieving the learning objectives, gaining significantly in their subject knowledge and confidence in their understanding.
35. All are successfully following accredited courses towards GCSE, WJEC Entry Level or for qualifications in ICT or Business Studies. In 2005, all pupils gained GCSE passes in English, mathematics and science. Most also gained passes in English Literature, science double award, religious education and child development. Additionally, individual pupils gained GCSE passes in geography, Welsh, French, ICT and art.
36. Due mainly to restrictions of accommodation, pupils' attainment of some elements of science, design and technology and physical education are adversely affected. However, good progress is made in life-skills such as cooking and sessions of *yoga* are effective in pupils' achievement of important physical and relaxation skills.
37. There is a strong emphasis on developing learners' basic and key skills. Very good progress is made in pupils' achievement of communication and literacy skills. The nature of the teaching in which discourse and discussion play a major part, helps to develop pupils' speaking and listening. Steady progress is made in bilingual skills through sessions of conversational Welsh but insufficient use is made of Welsh incidentally throughout the day to best promote bilingualism. Reading skills are generally good and support the pupils' learning across the curriculum. Writing is legible and is often extended; however, there remain, for many pupils, uncertainties in grammatical construction and in accuracies in spelling. Where these occur, they are addressed directly on a one-to-one basis. IT skills are good and the pupils make extensive use of computers for research and for improving the presentation of their work.
38. Pupils make very good progress in their personal and social skills (including parenting). They become increasingly confident, and well motivated through achievement, improving in self-esteem. They gain a good sense of group identity, support each other and work well together. Pupils' creative skills are effectively promoted during child development coursework.
39. Pupils work well during lessons and show good levels of motivation. They use their time effectively and make progress towards achieving their potential. They also concentrate well on their tasks, either in groups or as individuals. They are eager to respond, contribute keenly during lessons, work productively at a good pace and often make up for lost time.

The development of students' personal, social and learning skills

40. The behaviour and attitude of the pupils quickly improve and they become mature, responsible and supportive. They socialise well together creating in many instances strong bonds of friendships. They are courteous and respectful to their teachers, support staff and also towards visitors. They have a good awareness of equality of opportunity, show concern for others and develop respect for and appreciation of, diversity within society.

41. The majority of pupils are good attendees. The attendance over the last three complete terms varies significantly, with some pupils achieving a high level, and others who fall significantly below that. Overall however, the attendance rate of 70% is well below expected levels with a high level of unauthorised absences. The poor attendance of one or two pupils accounts for this. Punctuality is generally good.

42. Pupils' ability to learn independently improves rapidly and they become proficient researchers using the internet. They become well motivated by their achievements and most pupils continue their education after leaving school.

The quality of education and training

Key question 2: How effective are teaching, training and assessment?

Grade 1: Good with outstanding features

43. In its self-evaluation of the Centre graded the quality of teaching as Grade 2. The inspection team judged that an over-riding outstanding feature is the very effective way that the individual curriculum and learning needs of the pupils are met through the very well planned programmes of study and the close, individual support provided to ensure success. Consequently, Grade 1 was awarded.

44. Of the lessons observed during the inspection, nearly two-thirds were judged to have outstanding features. The elements that contribute to the effectiveness of the teaching include:

- the establishment of a clear picture of each pupils' previous learning and attainment through the links with mainstream schools and appropriate baseline testing;
- the curriculum and learning needs of each pupil are taken fully into account in the planning and conduct of lessons;
- the excellent relationships established with pupils, so that positive attitudes to learning are quickly achieved;
- the setting of realistic but challenging learning targets that take full account of pupils' backgrounds and learning needs;
- lessons that are well planned, structured and conducted so that pupils' learn progressively and at a good pace;
- the close, ongoing monitoring of pupils' learning;
- dialogue with, and feedback to, pupils about their work so that they become effectively involved and independent in their own learning;
- the teachers work as a team to make best use of their expertise in supporting pupils in their studies;

45. Teachers carefully track pupils' learning experiences and progress to ensure that coursework is effectively completed and the pupils are enabled to achieve qualifications in keeping with their potential.

46. Good records are kept on pupils' progress and experience and very good, regular reports are made and shared with parents, colleagues in mainstream schools and, as appropriate, with colleges of further education.

Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?

Grade 1: Good with outstanding features

47. The Centre in its self-evaluation report this aspect of its work was allocated a Grade 2. However, the inspectors found many outstanding features and no significant shortcomings.
48. All pupils are encouraged and enabled to achieve as much as possible in their time at the unit. All are entered for accredited courses at an appropriate level. The unit works hard to raise pupils' aspirations so that they come to believe that they can be successful learners. This morale raising work, which underpins all aspects of their learning, is an outstanding feature.
49. Within a very short time-scale pupils are prepared for GCSE or Entry Level examinations in the core subjects of English, mathematics and science, and religious education, in which a GCSE short course is offered. Pupils also follow accredited courses in information technology, (IT), such as Business and Communications Systems.
50. The personal, social, health, and emotional needs of pupils are given very high priority. The academic aspects of the curriculum are balanced by parent-craft sessions and personal, social and health educations that focuses on pregnancy and childbirth. There is a highly successful collaboration between the Northeast Wales Midwifery Service and the unit. As a result of this, a course called "Mums2B" is offered to all the pregnant pupils, and takes place at a local hospital. This again is an outstanding feature of the provision.
51. Provision offered outside the unit, such as the Mums2B course and activities offered through collaboration with SureStart and visits within the community broaden and enrich the learners' experience.
52. Learners are given careers advice through *Careers Wales* but because they are either expecting babies or have recently become mothers, it is often impractical to offer work experience at this stage. Good provision is made for increasing the awareness of the work opportunities available to pupils. This also features in classroom discussions and is an aspect which successfully increases their confidence and esteem. The mainstream re-integration programme, further education and careers advice is also an enhancement to this aspect. However, pupils who complete their schooling at the Centre do not have sufficient direct experience of the world of work.
53. Provision for learners' personal development is outstanding. Within the programmes of study for English, science, and religious education, every opportunity is taken to explore important spiritual, moral, social, and cultural issues. In this way, learners become familiar with a broad range of values and beliefs held within world faiths and an understanding that the beliefs of others should be respected. Their appreciation that there are important matters beyond immediate and material consideration develops.
54. Very good provision is made for developing learners' basic and key skills. Opportunities to use and extend pupils' communication, literacy and numeracy skills are integrated into work across the range of subjects. Teaching places an emphasis on pupils becoming able to read and accurately interpret a range of texts. Very good

use is made of computers to enhance pupils' work and carry out research using the internet. There are many opportunities provided throughout the curriculum for the pupils to apply problem-solving skills. Teachers take these opportunities well and encourage and enable learners to think things out for themselves, to follow clues and to come to their own conclusions.

55. The partnerships between the unit and other providers make an outstanding contribution to pupils' learning experiences. The liaison with the Midwifery Service is particularly effective. Partnerships with schools are generally good but sometimes schools do not provide sufficient information at an early stage on which to base the education programmes for individual pupils.

56. The unit fully meets its legal requirement to provide a broad and suitable education and it meets the requirements for the courses that it teaches.

57. The unit is innovative in the way that it promotes learners' bi-lingual skills and an appreciation of the languages and culture of Wales. Very enjoyable sessions are held every week that focus on teaching Welsh to babies and infants by relying entirely on that language in play and baby care activities. Through these, the young mothers come to learn and to use Welsh quite naturally. However, insufficient incidental use is made of Welsh on a day-to-day basis to best promote bilingualism.

58. Much of what the unit teaches through its formal curriculum and through personal, social, and health education effectively enables the girls to achieve good economic awareness and personal growth. They are also given practical cookery lessons that feature the preparation of nutritious meals from cheap fresh ingredients rather than pre-packaged foods. Through the Parenting and Child Development programmes, the unit takes appropriate steps to ensure that its pupils are in a position to make a contribution to their communities and to be good mothers. They are strongly encouraged to think of learning as a lifelong process into which they can enter at any stage.

59. Pupils' use of the centre's Internet Website is outstandingly successful in raising the self-esteem of the girls at the unit. Through this they communicate and exchange views with others in similar situations in other parts of the country.

60. A further outstanding feature is the manner in which learners are encouraged to consider sustainable development. The unit has conducted research and concluded that washable nappies are more environmentally friendly than disposables and all the girls are encouraged to use these for their babies.

Key question 4: How well are learners cared for, guided and supported?

Grade 1: Good with outstanding features
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61. The inspectors agreed with the centre's self-evaluation that the care, support and guidance provided for the pupils are a strong and outstanding part of its service.

62. The policies and procedures adopted and implemented by the Centre in relation to care and support are very comprehensive. Whilst they are new, there is a programme in place for regular reviews.

63. The Centre has most effective arrangements for sharing information and working with parents and carers. The flow and content of letters, including, meetings, reports and ready advice from other information sources are also of a high standard. All these provisions are delivered with exceptional care and sensitivity.

64. A comprehensive programme has been successfully implemented between the mainstream schools and the Centre to ensure that the induction process is efficient and effective. All the support teams and the Unit have a strong partnership in this regard. The students are made fully aware of the rights as well as their individual responsibilities.

65. Pupils receive outstanding educational advice and guidance and this enables them to make the most of their educational opportunities. Particular attention is given to pupils' personal, health and social education so that they learn to cope well with both the demands of parenthood and successfully pursuing their educational goals. As a result, the pupils become increasingly confident and well motivated through achievement, improving their self-esteem.

66. Very good service is provided by all the support services, such as the educational social workers (ESW), further education advice specialists, as well as Maelor Hospital antenatal service and others. This provision is outstanding. Pastoral support within the Unit is also a significant strength. Discussions with the students confirm that the support given by the Crèche staff is also outstanding.

67. There are strong policies and procedures relating to attendance, and the staff, the ESW and other support workers are vigorous in dealing with individual problems in a sensitive and supportive manner. All absences are enquired into and the Centre does not hesitate in recording those absences which are clearly unauthorised.

68. Registration is conducted efficiently and in accordance with requirements and the Centre complies with attendance requirements set out in the National Assembly for Wales Circular 3/99, *Pupil Support and Social Inclusion*.

69. The Centre has appropriate policies for Child Protection, First Aid, Fire Prevention, Health and Safety, Equal Opportunities, and other such requirements. These are effective, and staff are aware of the provisions made. Risk assessments are made, but a further assessment for the exterior of the building has not been completed.

70. Good arrangements are in place for the protection of children and young persons, as reflected in the All Wales Child Protection Procedures adopted by the Management Committee. A good partnership exists with all the relevant agencies, and the staff are all aware of their responsibilities and duties in this regard. The attention given to these aspects overall are very comprehensive.

71. Due attention is given to the requirements of WO Circular 52/95, as well as NAW Circular 34/92, and other relevant guidance.

The quality of provision for additional learning needs

72. The unit seeks full assessments of the learning needs of each pupil from their school before they arrive at the unit. A baseline assessment of learning needs is made. Through interviews with the teacher-in-charge the extent of each learner's knowledge and understanding in the core curriculum is established. Using this information, the unit produces an individual learning plan for each pupil. These plans include targets and they are reviewed at appropriate intervals. Pupils contribute to the plans and to the targets set.

73. Where pupils are found to have additional learning needs or difficulties individual programmes are designed to ensure that the work set is accessible to them and contains sufficient challenge. To support pupils with additional learning needs, the unit provides individual support from a qualified teacher. The quality of this provision is high and it is effective in enabling all learners to make progress.

The quality of provision for equal opportunities

74. The Centre has a clear and comprehensive policy which recognises social diversity and also promotes positive attitudes towards this aspect within its curricular programme. An appropriate policy deals with the active promotion of good race relations, as well as ensuring equality of opportunities. Both are integrated into the daily life and work of the centre and are clearly identifiable.

75. The implementation of good policies for behaviour, harassment and anti-bullying is well established and these issues are clearly understood.

76. There is generally good access for disabled persons to and within the building but some facilities are lacking. An additional health and safety issue was raised with the LEA and the Management Committee.

Leadership and management

Key question 5: How effective are leadership and strategic management?

Grade 1: Good with outstanding features

77. The inspectors agreed with the centre's self-evaluation that the leadership and management of the Centre have outstanding features.

How well leaders and managers provide clear direction and promote high standards

78. The Centre is very well led and the teacher-in-charge has a clear vision for the needs of the pupils and how they are best met. Clear aims and objectives have been established and targets set for continuing improvement. Many challenging targets set for the development of the Centre have been achieved in the short time it has been at its present location.

79. The teacher-in-charge is fully involved in all the work of the Centre and has carried out an outstanding evaluation securely based on first hand evidence that has resulted in clear targets being set for improvement. This needs to be formalised into a cycle of procedures so that the Centre may continue to fully monitor provision, identify strengths and weaknesses and determine future priorities for improvement.

80. The strong sense of teamwork between all who work at and with the Centre is a particularly outstanding feature. All clearly understand and support the objectives and initiatives for improvement. The aim to secure equality of opportunity for the young mothers is shared effectively with the mainstream schools and supporting agencies. Excellent working partnerships are evident through the positive approaches to meeting the needs of the girls.

81. Team teaching between the teacher-in-charge and the part-time specialist teachers who work at the Centre enables ongoing and effective procedures being established for the appraisal of staff. This has resulted a clear understanding of the quality of educational provision and appropriate professional development of staff.

How well the Management Committee and LEA meet their responsibilities

82. The Centre's Management Committee includes representatives of the County Council and other professional partners including the LEA. The teacher-in-charge keeps the committee very well informed about the work of the Centre through termly reports and committee members regularly visit to discuss aspects of provision. They are fully involved in setting the strategic direction of the Centre and act as a strong advocate with the LEA to ensure sufficient funding for provision and development. This year the Centre has operated its own budget for the first time.

Key question 6: How well do leaders and managers evaluate and improve quality and standards?

Grade 1: Good with outstanding features.

83. In its self-evaluation report the unit judged this aspect of its work to be grade 2. Inspectors found that some aspects of the work in this area were outstanding.

84. This is a very small unit with generally no more than eight or nine enrolled pupils. Sometimes fewer will be present for lessons because others will be having their maternity leave. Most of the teaching is carried out by the teacher-in-charge. These factors combine to produce an intimate learning environment. There are many informal opportunities for the teacher-in-charge to develop a full understanding of the capabilities and the needs of each of her pupils. She takes full advantage of these and makes use of all available assessments to draw up a plan for each pupil. As a result, the teacher-in-charge is very well informed about the performance of each pupil and also the effectiveness of each of the part-time teachers who contribute to the work of the unit.

85. The unit has moved to its present location within the past twelve months. Teachers employed are all on either short-term part-time contracts or a supply basis. The establishment of a performance management policy has begun and procedures to evaluate the performance of the teacher-in-charge and to set targets for her to further improve provision, have been put in place by the management committee. It has not yet been practicable to carry out a similar process with teachers who are new to the unit or who are possibly soon to leave it. However, an exploration of the processes of performance management has been undertaken with all staff.

86. The teacher-in-charge is present for part of most lessons that she herself does not teach. She uses these opportunities to assess the quality of teaching provided and to offer teachers guidance on how to improve, if necessary. To this extent, the first-hand nature of the evidence on which self-evaluation is based is outstanding.

87. All the learners have daily opportunities within lessons and in social situations to express their views and concerns. They are encouraged to speak forthrightly. The teacher-in-charge takes account of pupils' views. All pupils that leave the unit are asked to complete a questionnaire about their experience of it and to suggest improvements. The views of past learners are overwhelmingly positive. The degree of satisfaction expressed by pupils about how they are taught and treated is outstanding. Professionals who work in liaison with the unit and parents also express great satisfaction with the unit's work.

88. The unit has produced a plan for improvement in which the views of those who work and are educated there, the management committee, parents, and other professionals, have been taken into account. Sensible priorities are set with a clear direction for improvement. However, the role of staff, the management committee,

and others concerned with the unit in producing a development plan is not formalised by a policy that states the responsibility of each interested party in the process.

89. The management committee has in the past accepted and supported the priorities for development laid out in the development plan. Because the budget allocated to the unit by the local authority is based on historical data about expenditure, additional funding requests are generally dealt with on their merits, the teacher-in-charge does not therefore have full control over the budget and to this extent is constrained in making medium- and long-term plans for development.

90. The teacher-in-charge has taken actions that have resulted in measurable improvements. An example of very good improvement is the extension of the curriculum to provide externally accredited courses in a broad range of subjects. The consistent development of the unit and what it is able to offer is outstanding.

Key question 7: How efficient are leaders and managers in using resources?

Grade 1: Good with outstanding features.

91. In its self-evaluation report the unit judged this aspect of its work to be grade 2. Inspectors found that some aspects of the work in this area were outstanding, particularly in the efficient and effective way the resources are used.

92. The unit is very small and resources sufficient to provide, through a designated budget, a total of one-point-three teachers, as well as funding for a crèche with two nursery nurses. The local authority meets the additional costs for premises and transport of pupils. Some additional funds come to Cyfle from managed pupil transfers and also to support the Planning, Preparation, and Assessment, (PPA), time initiative. There is nevertheless only a small reserve to cover the costs of in-service training or staff sickness. Funding is insufficient to employ an administration assistant. These very limited resources are used to outstanding effect as may be judged by the very successful learning outcomes and personal development of the pupils.

93. Teachers are deployed very specifically to meet the learning needs, clearly identified, of small groups of girls, within their subjects. Their understanding of what is required is very clear because the teacher-in-charge lays out her requirement with great precision. Where it is necessary to provide professional development in order to introduce or improve provision within a course, then this is done. Good, cost-effective methods such as “good practice” visits and linking with subject specialists from other schools are used. Resources that match the course requirements and the needs of pupils are available in sufficient quantities. There has been sensible recent investment in more extensive IT resources. All of this matches the priorities for development set in the unit’s development plan.

94. Resources are used to the full and there is no evident waste in the system. The usefulness of textbooks, computer programs, and IT facilities is regularly checked to ensure that value for money is being obtained.

95. The internal and external condition of the building is good. Maintenance is given appropriate attention and the general cleanliness is good. Security of the building is good. Particularly strong features are the discrete location, a suitable Crèche, a well-equipped kitchen, an ICT suite and suitable small classroom areas. Some restrictions to the curriculum result from a lack of specialist provision for science and practical facilities.

96. The overall excellent use made of the available resources and the evident success of the Centre in meeting the needs of the pupils demonstrates that Cyfle provides very good value for money.

Standards achieved in subjects and areas of learning

English

Key Stage 4 - Grade 2: Good features and no important shortcomings.

Good features

97. Pupils entering the unit have a broad range of attainments and some have previously enjoyed little success as learners. However, whatever their capabilities or their previous educational experiences, they respond well to the positive learning climate within Cyfle and make good and sometimes exceptional progress.

98. Within English lessons, pupils develop insights into the poetry and literature that they study through lively but rigorous discussion and they work with great energy to make up for lost time in completing their course work assignments.

99. Pupils show good aptitude in selecting passages from set texts to support their written answers. Their work is neat and legible and frequently extended, although some residual difficulties with points of grammar and with spelling remain in some cases. It is evident that they understand how authors set the mood and scene of their stories and lead readers by inference to a view about each character. They achieve much more than expected and, from the evidence of assessment records, more than they did at school.

100. In lessons to develop pupils' knowledge of parts of speech and grammatical expressions, pupils showed that they had learned effectively and recalled their previous learning well. They were sufficiently confident to share their ideas and answers with the class as they gave examples of homophones and homonyms.

101. Those who are preparing to take the GCSE examination are on course to gain grades that are good in relation to their capability. In 2005, 8 candidates from the unit entered the English GCSE examination. Three gained Grade C, two gained Grade D, and three gained Grade E.

Welsh second language

Key Stage 4 – no grade given

102. The girls have weekly sessions of conversational Welsh relating to the development of bilingual skills with their own babies. These are very successful and the girls make good progress in their own understanding and use of basic everyday Welsh. However, little use is made of Welsh incidentally during other lessons and daily activities and this reduces the effectiveness of the development of pupils' bilingual skills.

Mathematics

Key Stage 4: – Grade 1: Good with outstanding features

Outstanding features

103. Pupils make very good progress in their coursework towards GCSE mathematics. In 2005, eight pupils were entered for GCSE accreditation and all achieved passes at levels that matched or exceeded expectations. The grades achieved ranged between C and G.

104. Pupils in Y11 are making very good progress in their GCSE coursework. Very good standards are achieved in well-conducted investigations. For example, when using a grouped frequency table, pupils effectively sampled data, deciding their own criteria, making sensible estimates, accurately charting results from tallying, and using calculators competently to find the *mean* value. They use mathematical terms such as *mode*, *median*, *mean* and *range* correctly when discussing their work and explain the *frequency polygon* drawn to represent the data taken from their sample.

Good Features

105. On admission to the Centre pupils' mathematics skills vary considerably. Their achievement levels are clearly indicated by their completion of a progressive *baseline test*. This enables them to follow programmes of study matched to their levels of achievement and as a consequence they make good progress, often from low starting levels, towards reaching their potential.

106. Pupils who have experienced significant disruption in their learning quickly gain confidence in their understanding of key mathematical principles and learn to apply them correctly. For example, through working from basic principles and using meaningful examples, pupils uncertain in their knowledge and understanding of fractions progress through a logical sequence of activity and demonstrate a clear grasp of equivalence. They accurately related basic fractions to decimals and percentages and were quickly able to reduce fractions to their lowest terms.

Science

Key Stage 4 - Grade 2: Good features and no important shortcomings.

Good features

107. Pupils who complete their GCSE courses in Science (Double Award) achieve good standards as indicated by the eight pupils in 2005 who all achieved passes between C and E grades – six for Double Award and 2 for Single Award.

108. Despite the restriction of not having a specialist science facility, pupils complete coursework across the range of physics, chemistry and biology through successful study of well-chosen topics for investigations such as the process of *osmosis* using pieces of potato. Pupils achieve a good understanding of scientific enquiry and the investigation procedures required for a *fair test*, the identification and control of variables. They learn to make thoughtful predictions, evaluate findings and reach sound conclusions from the recorded data.

109. They have a good knowledge of *forces* and apply their knowledge of gravity to the *big bang* theory for the formation of the universe and the life stages of a star. They have a sound grasp of basic atomic principles and show an understanding of the combining of elements from the *periodic table* during nuclear fusion and the release of energy.

110. Pupils' coursework shows that pupils have a good range of scientific knowledge, including:

- the requirements for life, the structure and function of part of animals and plants; the processes of respiration, feeding, sensing and reproduction; the environment, habitats, food chains and webs; and the processes of evolution;
- the earth, rocks and minerals, solids, liquids and gasses: chemical symbols, chemical reactions and their representation by equations;
- electricity, circuits, voltage, current and resistance and electro-magnetism; mass, weight, movement, friction, acceleration and velocity; energy, elasticity and Newton's laws.

Information technology

Key Stage 4 – no grade given

111. There is insufficient direct evidence on which to base a judgement of standards achieved in information technology.

112. All pupils who have been entered by their schools for an accredited course are supported so that they may complete these. Courses presently taught include GCSE Business and Communication Systems. One pupil achieved Grade D in this in 2005.

113. Pupils make extensive, successful, use of computers for Internet research, and to improve presentation of their work. Those observed have good keyboard skills

and useful knowledge of the operating system in use. They are very proficient in using computers for communication. They maintain contact with other girls across the country so as to share their experiences with them and to offer and receive encouragement.

Design technology

Key Stage 4 – no grade given

114. This subject is not timetabled on a regular basis and there is insufficient evidence on which to make a judgement. However, as part of the development of the girls' parenting and life-skills they achieve some good practical kitchen skills within the aspect of food technology. For example, they investigate tastes, texture and appropriateness of a range of baby foods in relation to their food content and suitability according to age. They also learn how to prepare home-grown vegetables and fresh ingredients to produce healthy, nutritious meals.

Modern foreign languages

Key Stage 4 – no grade given

115. This subject is not timetabled at the time of the inspection. However, in 2005, one pupil was enabled to successfully complete a GCSE course in French.

History

Key Stage 4 – no grade given

116. History was not timetabled at the time of the inspection and there were no pupils following coursework for accreditation.

Geography

Key Stage 4 – no grade given

117. This subject was not timetabled at the time of the inspection but good standards were achieved in 2005 by three pupils completing coursework and gaining a GCSE in geography.

Art

Key Stage 4 – no grade given

118. This subject was not timetabled at the time of the inspection but good standards were achieved in 2005 by one pupil completing coursework and gaining a GCSE (B grade) in art.

119. However, as part of their activities in the Child Development programme, pupils achieve valuable insights into developing creative skills with young children.

Music

Key Stage 4 – no grade given

120. This subject was not timetabled at the time of the inspection and there were no pupils following coursework for accreditation.

Physical education

Key Stage 4 – no grade given

121. Pupils do not follow a course in physical education relating to the national curriculum and consequently there is no basis upon which to judge pupils' achievement. However, the girls benefit significantly from appropriate weekly sessions of yoga and achieve good standards relating to body control, flexibility, relaxation and posture.

Religious education

Key Stage 4 - Grade 2: Good features and no important shortcomings.

Good features

122. The pupils follow the GCSE, short course, syllabus, and are making significant progress.

123. Pupils are confident learners in a context in which their contemporaries in mainstream schools are frequently inhibited and un-forthcoming about their views.

124. Pupils retain facts from previous learning and are well informed, for example, about the sacred books of world faiths.

125. In lively discussion sessions pupils ask mature questions and weigh up the answers they are given seriously and sincerely in the light of their personal beliefs and experiences.

126. Through their recent work on creation stories, pupils recognise and can point to the similarities and differences in the explanations offered by major religions for the origin and maintenance of the Universe. They are on course to gain grades that are good in relation to their capability, in the examination.

Child Development

Key Stage 4 - Grade 2: Good features and no important shortcomings.

Good features

127. Pupils are making good progress towards GCSE qualifications in Child Development. They have carried out effective case studies and gained good insights into the six areas of children's learning. In their preparation for visits to the crèche they recorded their expectations for their observations. They record the methods they use and the outcomes of their observations effectively. They show thoughtful evaluations of their studies and record sensible statements as to how they could improve the way they carried out their study.

128. They successfully carry out investigations into health issues such as the quality of baby foods. They know about the dangers of salt and make good judgements relating to taste, texture and appearance, knowing that more lumpy foods are for older toddlers.

Cyfle's response to the inspection

The management team, staff and pupils at Cyfle were delighted that the inspection team found the Centre provided outstanding features in all the key aspects of our work. We are pleased that the inspectors recognised that the Centre works hard to raise pupils' aspirations and that this morale raising work underpins all aspects of their teaching and learning experience at Cyfle. Further more, we are also pleased that the inspectors were able to identify and recognise the valuable work Cyfle does with these young parents as part of an integrated team with Mums2B.

All members of staff and the pupils appreciated the professionalism and sensitivity of the inspection team and valued the opportunities for constructive dialogue afforded us.

The process of self-evaluation, along with the recommendations of this report will be of particular worth as we continue to develop Cyfle's service to the young parents of the area.

We are pleased that the report acknowledges the high standards of teaching across the curriculum and identifies such a high proportion of the teaching as being good.

The management committee will use the report and its findings, along with those issues already identified in our self-evaluation, to guide and influence our action plan which will be published and its progress monitored by the LEA officers.

Appendix A

Basic information about the school

Name of school	Cyfle Young Mother's Centre (Wrexham)
School type	PRU
Age-range of pupils	13-16
Address of school	Abenbury Community Centre Bridge Road, Pentre Maelor, Wrexham.
Postcode	LL13 9PT
Telephone number	01978 661878

Headteacher	Teresa Foster Evans
Date of appointment	September 2001
Chair of Management Committee	Councillor Jim Kelly
Registered inspector	Jim Phillips
Dates of inspection	30 – 31 March 2006

Appendix B

School data and indicators

Number of pupils in each year group								
Year group					Y9	Y10	Y11	Total
Number of pupils						1	8	9

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers		5	1.3

Staffing information	
Pupil: teacher (fte) ratio (excluding special classes)	6 : 1
Average size of teaching groups	6
Number of learning support assistants	0
Pupil:Adult (fte) ratio	6 : 1

Percentage attendance for three complete terms prior to the inspection.	KS4
Spring 2005	66.6%
Summer 2005	69.7%
Autumn 2005	68.5%

Percentage of pupils entitled to free school meals	N/A
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Appendix C

Public Examination Results 2005:

GCSE Results for eight pupils:

English:	3 pupils grade C, 2 pupils grade D, 3 pupils grade E
English Literature:	2 pupils grade C, 1 pupil grade D, 2 pupils grade E
Mathematics:	1 pupil grade C, 3 pupils grade D, 2 pupils grade E, 1 pupil grade F, 1 pupil grade G
Science – Double:	2 pupils grade D/D, 4 pupils grade E/E,
Science – Single:	1 pupil grade C, 1 pupil grade E
Child Development:	1 pupil grade D, 3 pupils grade E
Religious Education:	2 pupils grade B, 1 grade C, 1 grade E, 2 grade F
Geography:	1 pupil grade E, 1 pupil grade G, 1 pupil grade F
French:	1 pupil grade C
Welsh:	1 pupil grade F
ICT:	1 pupil grade D
Art:	1 pupil grade B
Humanities:	1 pupil grade E

Appendix D

Evidence base of the inspection

Three inspectors spent a total of five inspector days at the Centre and met as a team before the inspection.

The teacher-in-charge at the Centre took part in the inspection as the Centre's Nominee, attended team meetings and provided additional information to the inspection team.

The inspectors visited:

- thirteen lessons or part lessons at the Centre and

The team also considered:

- a selection of work by present pupils;
- comments from the pupils about their Centre;
- documentation provided by the Centre both before and during the inspection;
- and

Before and during the inspection, members of the team held discussions with:

- the management committee and staff;
- a mainstream school headteacher; and
- representatives of agencies linked to the Centre.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Jim Phillips Registered Inspector	Context, Summary, Recommendations, Appendices <u>Contributions to:</u> Key Question 1 Key Question 2 Key Question 5 Mathematics, Physical education, Welsh second language, Science, Modern foreign languages Design technology, Child Development.
Michael McDowell Team Inspector	<u>Contributions to:</u> Key Question 3 Key Question 4 Key Question 6 Key question 7 English, Information technology History, Music, Art Geography, and Religious education
William Owen Lay Inspector	<u>Contributions to:</u> Key question 1 Key question 3 Key question 4

The contractor was:

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Acknowledgement

The inspection team would like to thank the management committee, the head teacher, staff and pupils for their co-operation and courtesy throughout the inspection.