

INSPECTION REPORT

LANCASTER PUPIL REFERRAL UNIT

Lancaster

LEA area: Lancashire

Unique reference number: 119103

Headteacher: Mr D. Ramsbottom

Reporting inspector: Mr I. Benson
002739

Dates of inspection: 25th – 28th September 2000

Inspection number: 198221

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INFORMATION ABOUT THE UNIT

Type of school: Pupil Referral Unit

Age range of pupils: 5 - 11

Gender of pupils: Mixed

Unit address: Bowerham Road

Lancaster

Postcode: LA1 4HT

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Appropriate authority: Lancashire LEA

Name of responsible officer: Ms Sue Fagg

Date of previous inspection: 20 – 23 October 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr I. Benson 002739	Registered inspector	Mathematics, Science	What sort of unit is it?
		Design and Technology, Information Technology.	How high are standards? The unit's results and pupils' achievements.
		Geography, History.	How well are pupils taught?
		Personal and Social Education.	How well is the unit led and managed?
		Special Educational Needs.	What should the unit do to improve further?
			Reintegration
Mrs M. Kerry 009931	Lay inspector		How high are standards? Pupils' attitudes, values and personal development.
			How well does the unit care for its pupils?
			How well does the unit work in partnership with parents?
Mr G. Perkins 025466	Team inspector	English, Art, Music, Physical Education.	How good are the curricular and other opportunities offered to pupils?
		Equal Opportunities.	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE UNIT

This is a Pupil Referral Unit (PRU) with 26 places for primary aged children who have a range of complex and profound behavioural and associated learning difficulties or who are excluded from special or mainstream schools for more than 15 days. At the time of the inspection there were 22 pupils on the roll. Three pupils are being reintegrated into mainstream education and one attends each afternoon. The unit serves the areas surrounding Lancaster, Morecambe and Heysham. Most pupils enter the unit with low or very low levels of attainment in most subjects. All but two pupils are male: none are from minority ethnic backgrounds or have English as an additional language.

HOW GOOD THE UNIT IS

This is a highly effective unit that has a number of outstandingly good features. Pupils are taught well and make good progress in their work and in their personal development. The progress of pupils is systematically monitored and individual targets set for them. These targets are regularly reviewed. The unit is very well led and managed. All pupils are provided with a strong ethos that supports and promotes the attitudes and values central to helping pupils to manage their behaviour and benefit from the good teaching and learning. The unit's work has a profoundly calming and civilising effect on its pupils, especially for those with initially challenging responses. The unit provides good value for money.

What the unit does well

- Very good leadership is provided by the headteacher and his deputy; the headteacher provides an impressively clear educational rationale and direction for the unit.
- The unit provides a high quality ethos that values and successfully promotes pupils' emotional, and social development and enables them to have access to learning.
- The good quality teaching and curriculum provision enable pupils to make good progress and to be reintegrated into mainstream education.
- Pupils are taught well. In design and technology, humanities and personal and social education teaching was at least good, and sometimes very good or excellent.
- The extremely good partnership between teachers and learning support assistants enable lessons to be well planned, expectations of pupils to be high and their personal development consistently supported.

What could be improved

- Teaching that is less than good needs to be improved to ensure that pupils make faster progress and raise their standards of education.
- The current staffing policy has so far significantly hindered the development of a management structure for the coordination of subjects and key stage responsibilities.
- The main hall has especially poor acoustics and is currently unsuitable for teaching and learning.
- The unit is not provided with a realistic budget and lacks a fully constituted management committee.

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

HOW THE UNIT HAS IMPROVED SINCE ITS LAST INSPECTION

Overall improvement since the last inspection has been satisfactory. The unit has done much to improve the education it provides and has made very good progress in developing policies and schemes of work. An effective process of assessment and recording is now used well to monitor pupils' progress in learning and personal development. The provision of information technology resources has improved considerably: now they provide good support for pupils' learning. The annual development plan is now of good quality although its timescale is constrained by the lack of a longer-term strategy for the role and funding of units within the local education authority's Pupil Referral Service.

Insufficient progress has been made on issues identified as being the responsibility of the local education authority. Some progress was made on establishing curriculum coordination roles and responsibilities within the unit but the current staffing policy has significantly hindered any further progress. Other

matters, for which the local authority has responsibility, including the provision of a management committee and a curriculum policy statement for PRUs are subject to the outcomes of the finalising of policies, structures and budgets within its own Pupil Referral Service. Some progress has been made on improving the accommodation of the unit.

STANDARDS

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

Progress in:	By age 11	Key	
English	B	Very good	A
Mathematics	B	Good	B
Science	B	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

Most pupils arrive at the unit with poor levels of attainment. Effective teaching enables pupils to make significant progress and achieve much-improved standards in their work. Pupils make good progress in literacy and numeracy. In both areas, pupils become increasingly confident. Most pupils have lower levels of literacy than numeracy when they first come to the unit. They enjoy improving their basic skills and achieve slightly higher standards in numeracy than in literacy. All pupils achieve the challenging targets set in the individual education plans and they respond well to praise and encouragement as they make progress in their personal development.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the unit	Pupils enjoy coming to the unit: they feel welcomed and valued. As behaviour improves, their concentration is increasingly sustained and they start to make progress in learning.
Behaviour, in and out of classrooms	Pupils respond well to the ethos, expectations and routines of the unit. Their conduct is good, despite instances when some individuals find it hard to manage their behaviour.
Personal development and relationships	The very good progress pupils are able to make in their personal development, and its effect on their learning, is a key factor in the unit's success. The strong basis for this progress lies in the extremely good relationships established with staff.
Attendance	Attendance at the unit is good. Pupils want to come to the unit.

The very good progress pupils are able to make in their personal development, especially in their attitudes to learning, is a key factor in the unit's success. The complex needs of the pupils mean that pupils often find it especially hard to function as members of a group. They respond very well to the ethos, expectations and routines of the unit, and behaviour is good, despite occasions when individuals can be aggressive or self-centred. The essential bedrock of this highly effective work is the extremely good relationships that adults establish with pupils, built on continuous, unwavering trust, understanding and a significant degree of challenge.

TEACHING AND LEARNING

Teaching of pupils:	
Lessons seen overall	Teaching is good. During the inspection, the vast majority of teaching was rarely less than satisfactory. It is often good, sometimes very good and occasionally excellent.

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.

Pupils are taught well. During the inspection, the quality of teaching was excellent in 3% of lessons, very good in 25%, good in 41% and satisfactory in 24%. In only two of the 30 lessons inspected the teaching was less than satisfactory.

Teaching was at least satisfactory or better, occasionally excellent, in most of the subjects inspected. In English there was some teaching that was less than satisfactory. In design and technology, history, geography and personal and social education teaching was at least good and, occasionally excellent. The very effective planning undertaken by teachers and learning support assistants enables pupils to make very good progress in personal and social education. The skills, attitudes and understanding associated with personal and social education are interwoven into every part of the school day. This is especially apparent in planned activities such as circle time, or breakfast, but also forms the basis of all teaching. Pupils are constantly and explicitly set high expectations of how they will deal with the everyday business of living and fulfilling themselves alongside others.

OTHER ASPECTS OF THE UNIT

Aspect	Comment
The quality and range of the curriculum	The unit provides its pupils with a good range of learning opportunities and very good support to enhance their personal development. Curriculum provision is effective in enabling pupils to successfully return to mainstream schools.
Provision for pupils with special educational needs	The provision for pupils who have special educational needs is very good. All pupils benefit from good quality teaching and regular opportunities to review their progress and achievements.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is very good. Very good opportunities are provided to support pupils' social and moral development but those for spiritual and cultural development are less good but are, nevertheless, satisfactory.
How well the unit cares for its pupils	The unit offers very good quality educational and personal support and guidance to pupils, informed by thorough monitoring of their academic progress and personal development.

At both Key Stages 1 and 2, the curriculum focuses on helping pupils improve their basic skills. A broader range of learning opportunities is also provided and this increases at Key Stage 2. Provision for pupils who have special educational needs is very good. The curriculum provides very good support for pupils' personal development. There is a particular strength in the strategies for promoting good behaviour, ensuring that pupils make progress in personal and social development. This helps them to become learners. The setting and reviewing of academic targets is less advanced than it is for behavioural targets. It is, however, still of good quality and has an appropriate emphasis on academic progress.

HOW WELL THE UNIT IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The unit is very well led and managed by the head teacher and his deputy. The head provides an impressive educational rationale and direction for the unit's work.
How well the management committee fulfils its responsibilities	Currently there is no management committee. The previous committee has been disbanded and a new forum is to be established. Not all of its new members have been appointed and the committee has not yet held its inaugural meeting.
The unit's evaluation of its performance	The headteacher and his colleagues have a clear knowledge of the unit's strengths and weaknesses through the use of highly effective formal and informal monitoring and evaluation procedures.
The strategic use of resources	Within difficult constraints, the headteacher manages the use of all resources, including financial resources, well.

The leadership and management of the unit are of very good quality. They exemplify the aims and values espoused by the unit in its aims. The unit lacks a framework within which it is accountable to the local education authority. The newly acquired delegated budget has brought responsibility to the unit but the unrealistic costings and a lack of flexibility render it difficult to manage. The number, qualifications and experience of staff are adequate to meet the needs of the current pupil population. The current policy for staff recruitment places limitations on the unit to develop management, curriculum and key stage responsibilities. The quality of the accommodation has improved since the last inspection but the extremely poor acoustics of the hall make it unusable as a major space for teaching and learning. The unit applies the principles of best value well. There is a special strength in the degree of challenging thinking that is brought to the problem of making the best provision for pupils' very complex needs in the most cost-effective way.

PARENTS' AND CARERS' VIEWS OF THE UNIT

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Good teaching and high expectations of pupils' achievements. • Helpful information about progress. • The improvement children make in personal development. • Close partnership with parents and approachable staff. • The leadership and management of the headteacher. 	<ul style="list-style-type: none"> • The amount of homework.

Some parents feel a concern about the amount of homework given, but inspection evidence shows that homework, especially reading, was given when this would support work done in the unit. The strengths identified by parents were fully supported by inspection evidence.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The unit's results and achievements

1. Most pupils enter the unit with levels of attainment that are below or well below those for pupils of a similar age nationally. All pupils make at least satisfactory progress across the range of learning and subjects they experience. Most pupils, especially those at Key Stage 2, make good progress.

2. The attainment on entry of the small number of pupils at Key Stage 1 is well below that for pupils of a similar age nationally. On entry to the unit, many pupils are challenged by severe emotional difficulties. This often results in poor behaviour. With the support of their teachers, these pupils make very good progress in developing strategies to manage themselves and their behaviour and, increasingly, become more effective learners. However, in spite of this considerable progress in their personal development and at least satisfactory progress in learning, their current levels of attainment remain low because they have so much ground to make up. Although there is a similar attainment profile for pupils at Key Stage 2, the good progress made by these pupils in both personal and academic development is marked by maturity in their attitude and their willingness to take greater responsibility in their learning.

3. There is a strong link between the pupils' progress and the quality of teaching. Pupils tend to make at least satisfactory progress where teaching is well matched to pupils' learning needs. In two cases when the teaching was less than satisfactory, progress was too slow and pupils' attitude and behaviour deteriorated rapidly.

4. Although standards in **English** are well below what is expected for their age, pupils attending the unit make important steps forward in developing their language skills. For many, these steps are small but significant, and not without occasional setbacks. This progress owes much to the careful planning and patience of the adults who work with them. Pupils learn to speak more clearly and at a socially acceptable volume. They are improving their ability to interact with others. They are learning to express ideas and feelings, to listen to others and to take part in small group discussion, taking turns and making suggestions. All are increasing their vocabulary. For several, the gradual increase in confidence and self-control in listening and speaking represents a major breakthrough. A few pupils communicate fluently and are able to develop and explain their ideas effectively. Other pupils still have difficulty concentrating when listening to others. This is especially true for a small number of the older pupils who struggle without a constructive role model from their teacher and who do not have a similar security of relationship that other pupils have. Although they manage to communicate what they want to say, they show little awareness of the listener, and the conventions of their speech are often aggressive and rude.

5. Records show that, from a low starting point, pupils are improving their reading. Some are beginning to recognise key words in texts, and can recognise an increasing number of letter sounds. Others have learned to sound out simple words. The number of high-frequency words that pupils can recognise increases steadily as time goes by. For many younger pupils, progress is painstaking and hard-won, but constitutes significant achievement. Some older pupils handle simple texts with reasonable confidence. Almost all pupils have developed an interest in books; in some cases they show real enthusiasm for texts. Pupils also develop their handwriting by improving their letter formation. Some are moving towards independent writing. A few, particularly older pupils, are able to write in simple sentences. Overall, although all pupils have a lot to catch up, they are making good progress in English and are gaining in confidence in the subject.

6. Levels of attainment in **mathematics** at both Key Stages 1 and 2 are below that expected for pupils of a similar age nationally. However, all pupils generally make at least satisfactory progress, and, most of them progress that is good. As pupils become confident in accurately using numbers, they are increasingly successful in making progress in their learning. At Key Stage 1, for example, pupils made good progress in their understanding of concepts such as “more than” and “less than” and increased their accuracy in making such calculations. Another Key Stage 1 group extended their understanding of time beyond the recognition of hours into smaller units of measurement. At Key Stage 2, some pupils display good understanding and use of five and six figure numbers. Those pupils undertaking extension work can place the larger numbers accurately in ascending or descending order of value. Pupils’ progress in gaining knowledge and understanding, however, was more limited as the task increased in difficulty and the behaviour of some pupils deteriorated. Pupils in a Key Stage 2 group each made an egg-timer measuring the amount of sand needed for two, three or four minutes. They made good progress in numeracy and in their technology skills during this task. Progress is less good in activities where behaviour and emotional outbursts inhibit concentration and the pace of learning.

7. Pupils’ attainment in **science** and **design and technology** (DT) is well below that for pupils of a similar age at the end of Key Stage 1 and below average at the end of Key Stage 2. However, although only a limited amount of teaching in these areas was seen during the inspection, pupils’ progress is judged to be good. At both Key Stages 1 and 2 pupils design, make and evaluate a variety of artefacts, using an increasing range of hand tools and materials with confidence. Pupils’ achievements in both individual and group projects are impressive in their design, size and the quality of their overall finish. In Key Stage 1 science, for example, pupils undertake simple practical tasks relating to the weather while, at Key Stage 2, they devise and present hypotheses concerning the likelihood of an object floating or sinking. Observations are carefully recorded and reasons given why the object performed as it did. Some of the work seen showed insight into the properties of a number of the materials used in the experiment.

8. Since the last inspection, significant progress has been made in the provision for **information technology** (IT). Standards of attainment are just below those expected for pupils of a similar age nationally. At the end of Key Stage 1, they are below average but, by the end of Key Stage 2, standards are much closer to the average. Most pupils show great enjoyment in their use of computers and make good progress in further developing IT skills. Pupils are well supported in their use of computers by both teachers and support staff. The quality of this teaching ensures a good pace to the learning and the progress pupils make. Most pupils can recognise and use icons, open and close programmes, move between windows, enter and edit responses as well as respond accurately to instructions given on the screen. Pupils use computers to support their learning, especially at Key Stage 2 where pupils use a programme to extend their literacy skills.

9. Levels of attainment in humanities, especially **geography** and **history**, are well below those for pupils of a similar age. Pupils make satisfactory progress in developing an elementary knowledge of different types of settlement but, at Key Stage 2, they make good progress in their knowledge and understanding of different types of homes and shelters. In one lesson, pupils from Years 4 to 6 made progress and built on their previous learning about different types of shelters from pre-historic times to the present day. They did this by extending their understanding of different types of houses. They studied changes over time in the purpose of houses, their design and the materials used by considering the skills needed and the trades people involved in their construction. However, by the end of both key stages pupils’ knowledge and understanding in both subjects are still below average.

10. Although little teaching of **art** was seen during the period of inspection, there are many examples of work available that pupils have completed. Pupils use paint, clay, twigs and other

natural materials to represent images and ideas. They create owls and shelters, for example, which relate to work on a storybook and their topic on homes and shelters. The standard of their work at both key stages is generally in line with national expectations. Using paint, pupils create designs for shields linked to their work on castles. They create symmetrical prints of their name, which are then advanced by using paint to turn them into images created from their imagination. Progress in the use of paint is satisfactory and standards in this activity are in line with national expectations. Younger pupils also create collages of their names using buttons, glitter and a variety of material fabrics.

11. There was no evidence of **music** teaching during the inspection, except within the context of a music and movement lesson. In addition to music being used as an aid to physical education activity it is also an important aspect of circle time. On these occasions, pupils and their teachers often discussed it in terms of instrumentation, the mood it created and the content of the lyric. Opportunities to use music to inspire a more spiritual understanding were not common and were sometimes missed.

12. Standards of attainment in **physical education** (PE) are well below national expectations. In the small number of lessons observed, younger pupils were prevented from attaining and developing skills, knowledge and understanding by the inappropriate accommodation within which the lesson was conducted. The appalling acoustic quality detracted from the quality of what could be offered and led to pupils becoming disinterested, confused and distressed. Older pupils had a short lesson, which gave insufficient time to develop skills and understanding of, for example, team play. When given the opportunity to play mini-team games, there was little evidence of an appreciation of tactics or teamwork in playing an invasion game against opponents. Pupils can control a ball with a hockey stick at a very simple level and at slow pace. Pupils are very keen and enthusiastic, however, clearly enjoying their short lesson and disappointed when it came an end.

13. Standards in **personal and social education** (PSE) are in line with those expected for pupils of a similar age nationally. Pupils make very good, and sometimes excellent, progress in their personal development and this contributes to progress in their learning, especially in PSE. This aspect of the unit's work is very strong and is well supported by very good provision. There are a variety of opportunities for pupils to experience and discuss issues relating to the management of their behaviour and relationships, as well as matters concerning sharing and taking turns, protocols for speaking and listening and taking responsibility within the classroom and the unit as a whole. The unit's approaches, ethos and expectations have a calming and civilising effect on many pupils, especially those with initially challenging emotional responses. Most of the pupils, especially at Key Stage 2, make such good progress in PSE that they show greater maturity in their understanding of many areas than on their admission to the unit.

Pupils' attitudes, values and personal development

14. The very good progress pupils are able to make in their personal development, and especially in their attitudes towards learning is a key factor in the unit's success. The complex needs of the pupils mean that they often find it especially hard to function as a member of a group. They respond very well to the ethos, expectations and routines of the unit, and behaviour is good, despite occasions when individuals can be aggressive or self-centred. The essential bedrock of this highly effective work is the extremely good relationships that all staff established with pupils. These are built on continuous and unwavering trust, understanding and a significant degree of challenge between staff and pupils.

15. Pupils enjoy coming to the unit. This is evident from their eagerness and often smiling faces on arrival. Because they feel welcomed and valued on their arrival in class, they are keen to tell staff about what has happened since the previous day, or to show something they

have brought to the unit with them. Most pupils find it extremely hard to share attention with others, but they can do so with sympathetic but firm staff guidance. For many, the dawning realisation of what acceptance and consistent recognition within the group means for them is a profound experience. They are beginning to give and gain respect, and their responses during breakfast time are a clear indication of their growing ability to attune themselves to the needs of others.

16. In class, pupils display very good attitudes to work, especially given their previous experiences. Usually, a very purposeful working atmosphere is seen, with pupils involved and engaged with their work. During their time in the unit, pupils are increasingly learning to change their behaviour in ways that will allow them to become academic learners. As all staff give appropriate attention to behaviour, the pupils learn to regulate themselves according to some consistent and meaningful expectations. In this way, they are beginning to gain a coherent understanding of how their actions affect others. In their relationships with staff, pupils are enabled to grow personally and so learn academically.

17. Older pupils show a good degree of independence in their work and manage to transfer from one activity to another without fuss. They can be responsible for themselves on entry to the classroom in the morning, undertaking established tasks as a prelude to the day. They can take responsibility for setting out breakfast. Younger pupils also take specific responsibilities within the unit, although with a greater degree of support. They take evident pleasure in doing so.

18. This contrasts with behaviour in more unstructured times, when pupils find competition, sharing, conflict and finding ways to work together a major challenge. However, they respond well to their teachers' calm, steady resolution of situations, involving pupils themselves in agreeing outcomes. Often difficulties with behaviour are pre-empted by keeping pupils constructively challenged. This does not mean that adults sort out all of the conflicts. This would deprive pupils of the chance to acquire negotiating and resolution skills themselves, and they would not learn to listen and respect the views of others readily. The role models presented by staff ensure that oppressive behaviour is at an absolute minimum, and is well known to be unacceptable.

19. Exclusion records are clear and well documented. There are good procedures for recording incidents and monitoring them for emergent patterns.

20. The attendance of pupils is good and this reflects not just the provision of transport but also the pupils' own willingness and enthusiasm for school. All pupils attend well, whatever their previous experience. There are no persistent absentees or worrying patterns of attendance. Where pupils are regularly late in their arrival, this is due to transport arrangements, which sometimes deprive them of 15 minutes at the start of the school day.

HOW WELL ARE PUPILS TAUGHT?

21. The pupils in this unit are taught well. During the inspection, the teaching was satisfactory or better in 93% of lessons: in just over 3% it was excellent, in 25% it was very good, in 41 % it was good and in 24% it was satisfactory. In only two of the 30 lessons observed was the quality of teaching less than satisfactory.

22. Teaching was at least satisfactory, often good and sometimes very good or excellent, in most of the subjects inspected. English was the exception, where there was a small minority of teaching that was less than satisfactory. However, in DT, humanities and PSE, teaching was never less than good. In PSE some of the teaching was excellent.

23. Teachers prepare lessons thoroughly, in partnership with their highly effective learning support assistants. The flexibility of the planning enables both teachers and their learning support assistants to respond to expressions of extreme emotion, poor behaviour or disinterest, all of which are managed with great calm and patience. The teachers enthusiastically share their interest and commitment to the subjects they teach with their pupils, many of whom respond with considerable interest and become immersed in the learning activities. Teachers and learning support assistants frame questions with skill and ask them effectively to help pupils to contribute to and make progress in their learning.

24. Teachers' expectations of standards of work and behaviour are high and are regularly shared with pupils. Generally pupils respond well to those expectations. However, where emotional or behavioural outbursts occur, the pace of learning for some easily distracted pupils is slower and progress is less than it should be. The excellent use made of on-going assessment ensures that teaching is well targeted and tasks designed to meet individual learning needs. Learning resources are carefully chosen and well used to support learning.

25. Although homework is set, and many pupils enjoy taking tasks including their reading books home, some concern was expressed by parents about this aspect of the unit's work. In all cases, homework is carefully thought out and the sensitive use of a contact book between home and school enables parents and carers to respond quickly to any concerns they may have, including about homework. Tasks are demanding but always build on learning that has taken place in class. Many pupils benefit significantly from homework and are developing responsibility for their own learning.

26. Teaching in **English** varied between being very good and poor, during the inspection. Where teaching is at its best, there is an excellent relationship between adults and pupils. The quality of the relationship and teamwork between the teacher and learning support assistant is excellent and both make an equally positive contribution to pupil progress. Lesson planning is clear and detailed and there is real warmth in relationships and encouragement between teacher and pupil. The elements of the national literacy strategy that are used are having a positive impact upon gains in knowledge.

27. Where teaching is less than satisfactory, there is less good understanding of the methods necessary to teach the basic skills of literacy, and relationships between teacher and pupil are not as conducive to gains in learning. Teaching methods employed do not inspire pupils to achieve and there is little headway made in addressing the attitudes and behaviour that bar the way to real understanding and progress in communication skills.

28. During the inspection, the quality of teaching in **mathematics** was never less than satisfactory. Sometimes it was good or very good. In most lessons, account is taken of the national numeracy strategy in planning learning. A range of methods and tasks, including those on the computer, are used effectively to enable pupils to acquire knowledge and develop understanding of mathematics. The confidence that teachers show in using and exploring number has a positive effect on pupils' learning. For one pupil the teaching of number values was inhibiting his learning. The teacher responded quickly to the situation with greater challenge in an extension task. In a lesson on symmetry, where teaching was of very good quality, pupils worked with interest and enthusiasm in response to a high level of challenge and tasks that enabled all pupils to make good progress. In this class, teacher and learners used mathematical vocabulary well in their oral exchanges. The range of teaching methods used with younger pupils who were learning about "more than" and "less than", helped them quickly to grasp the principles of addition and subtraction. Overall mathematics is taught well and pupils are confident in their use of number across the curriculum.

29. During the inspection, the quality of teaching in humanities, that includes elements of **geography** and **history**, was never less than good and, at times, elements of it were

inspirational. The teaching was thoroughly planned with a good use of subject knowledge. Pupils were inspired by the highly innovative use of story to key into topics and to engage them in thinking about homes and shelters. A very good use of question and answer and practical tasks enabled knowledge to be acquired and levels of understanding to be developed. The contribution of pupils to the learning was, at times, impressive and the variety of methods used encouraged good levels of concentration.

30. There was little teaching of **science, art, DT, IT, and music** during the period of inspection. That which was seen was of good quality. All lessons were well planned by the teacher in partnership with the learning support assistant. They encouraged pupil participation and included well-designed tasks to explore topics. The lessons contained a good balance between instruction, discussion and practical work. In science, teachers plan carefully to ensure that opportunities are provided for pupils to propose and test their hypotheses about which materials would float or sink. In DT, tasks are skilfully designed so that pupils can design, make and evaluate their work and have experience of gaining skills using a range of materials and tools. One music lesson in the hall was concluded prematurely because of poor acoustics that prevented pupils from concentrating on their learning and making appropriate progress. The quality of teaching seen in IT was very good and enabled pupils to make good progress in their numeracy.

31. The quality of teaching in **PE** was at least satisfactory. In the lesson for the younger children the teacher made the correct professional decision to return to the classroom as the poor acoustics in the main hall made it impossible to teach and work with them effectively. In teaching the older pupils, the teacher gave clear instructions, maintained good behaviour and gave some technical teaching points. However, skill level was insufficiently developed and tactical awareness was not referred to. In this lesson there was a health and safety issue, with a pupil walking to the hall by an outside route with nothing on his feet. Clearly this could lead to injury.

32. The quality of teaching in **PSE** is never less than satisfactory. It was more often good, very good and occasionally excellent. In addition to informal teaching during breakfast and at lunchtimes, topics to be covered are sensitively planned to enable all pupils to make progress in their personal and social development. A range of strategies are used, including discussion, open sharing of interests and concerns, examples of good relationships, sharing and constructive comments about how to improve the standard of work and behaviour as well as the planned coverage of matters relating to health and safety. Time, staff and resources are used very well to ensure that learning is effective and that progress results in pupils gaining a more positive image of themselves, their peers and their achievements.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

33. The PRU provides its pupils with a good range of opportunities for learning and very good opportunities to enhance their personal development. These opportunities are of a good quality and are well matched to the particular needs of the pupils who attend. All pupils have an equal access to all aspects of the curriculum, although there is an issue over numeracy for reintegrated pupils - an issue that is being addressed. Many pupils who attend this PRU are dual registered, attending their mainstream schools within a carefully planned and sensibly managed reintegration programme. In this way they, together with those who attend the PRU throughout the week, receive a full time education. The effective and constructive partnership with mainstream schools ensures that all pupils have access to the statutory curriculum, with the exception currently of those pupils who are reintegrated for some afternoons who lose the opportunity to study numeracy. This issue is to be addressed by the PRU when staffing levels improve and an additional member of staff starting shortly will undertake numeracy work with those pupils affected.

34. The unit is very clear about its curriculum aims and methods. Appropriate account is taken of the National Curriculum, where teaching expertise allows, and the national literacy and numeracy strategies, especially with the younger pupils. Curriculum planning provides a good basis for the work and experiences that are designed to help pupils towards eventual reintegration and to be better able to cope in their mainstream school.

35. In their planning, which is careful and detailed, teachers make sure that elements of the National Curriculum are taught and monitored, in order that pupils do not miss out on what is happening at school. At the same time, they sensibly recognise the developmental needs of the pupils in terms of behaviour and personal development that have been blocks to their academic learning in mainstream classrooms. Teachers plan and provide for the needs of the pupils in a structured and rational manner.

36. The vast majority of adults in the unit give a very high priority to pupils' personal, social and emotional development, which is quite rightly seen as the lynchpin towards securing academic gains. This is reflected not just in the carefully structured PSE sessions, such as at the start of the day, but also in the way teaching plans are drawn up for other subjects and areas of learning, for example humanities and PE. Provision for pupils' personal development is very good. Many opportunities are taken – in lessons, during play and at meal times – to foster pupils' social and moral development. The support for pupils' spiritual and cultural development is less developed but is, nevertheless, satisfactory. However, pupils are aware of the wonder in nature and of the differences there are between people and customs in their own and the wider community.

37. The whole staff works hard to create an atmosphere in which pupils feel secure and know that their contributions and views are encouraged and valued. Most adults provide excellent role models of very good relationships, co-operation and teamwork. Pupils are encouraged to express themselves and know that they are listened to. An excellent example of this is in the valuable circle time, which the longer-term pupils experience regularly. They know that their efforts are valued and rewarded, and that their problems can be discussed and explained. In this way they are helped to recognise and express feelings and emotions and are encouraged to manage their own behaviour. Much is done to build their confidence and self-esteem and to give them a greater understanding of themselves and others. Opportunities for such valuable contributions are less prevalent for the older pupils, who would benefit equally from such an approach. As yet the unit has not explained clearly to parents whether, or how, teachers will deal with sex education or related issues. This is shortly to be addressed as part of the ongoing programme of policy development.

38. Particular attention is quite rightly paid to developing pupils' communication skills, language and literacy, as well as to improving their numeracy. For the younger pupils, access to elements of the national strategies is proving to be beneficial. Teachers and learning support assistants make appropriate use of the methods suggested in the strategies so that the unit supports what is being taught in partner schools. The excellent quality of the collaboration between teachers and their learning support assistants is making a difference for the pupils and helping them to make good progress in these key areas. Whilst the older pupils do not benefit in a similar way, their individual programmes are nevertheless selected carefully to match their needs. In addition, pupils' lessons in the unit help them to improve their knowledge and understanding of the world through science, history and geography. Practical and creative opportunities including art, DT and PE ensure that the curriculum is broad and balanced and that pupils have well-planned, well-integrated and well-organised opportunities for learning and development.

39. As well as the planned opportunities in lessons, pupils also benefit from the work of many of the adults within the unit during extra-curricular periods. Whilst it is difficult for the unit

to offer such opportunities as sporting and musical clubs, many teachers and learning support assistants offer opportunities for using, for instance, construction equipment, board games and taking part in organised, structured play during break and lunch times. All of these opportunities make a major and positive contribution to the warmth of relationships and modelling of good behaviour that are so necessary for the unit's pupils.

40. Good individual education plans (IEP) make clear what each pupil is aiming for. These plans are monitored carefully. The setting and reviewing of academic targets is less advanced than those for behaviour. However, on each IEP, there are evaluative comments for each session that record progress made and the future direction required. Such good quality record keeping ensures that children's learning is meaningful and relevant. All these records are used to inform future teaching and planning. In this way, the unit ensures that the teaching and curriculum match the individual needs of pupils and set out how those identified needs will be assessed. When pupils arrive in the unit, their overriding need is to be helped to overcome the challenging emotional responses and disruptive behaviour that make it difficult for them to cope in mainstream school. The strength of what the unit provides is that pupils' personal, behavioural and learning needs are held in the right balance. Improved attitudes and behaviour are not achieved at the expense of pupils' progress in their learning. There is an emphasis on raising pupils' self-esteem, expectations and levels of achievement through their success in learning. The curriculum is carefully planned, learning objectives are precise and tailored to individual need and the programme for each day is structured to give pupils the necessary security. At the same time adults are not afraid to be flexible in responding to situations that arise and to the needs of individuals, adapting their work within a clearly organised framework.

41. Another example of exemplary practice is the quality of the unit's outreach work, and the effective partnerships it achieves with the schools from which pupils come. While good information about pupils' needs and achievements is passed through the outreach team between school and unit, not all pupils have detailed records passed to the unit on admission. There is valuable discussion and advice passed between the outreach team and mainstream class teachers which ensures that when some children arrive at the unit their needs and difficulties are well known and can be catered for immediately. It is reported, by partner schools, that mainstream teachers value the advice offered, seeing it as realistic and manageable. In this way, early intervention strategies are very successful, and ensure a better chance of reintegration when needs have been addressed in the unit. It is thanks to these close links and the esteem in which the unit is held, as well as the careful programme of reintegration, that pupils cope so well when they return to their mainstream schools. Both the unit and its partner schools are clear that their intention is for pupils to be reintegrated fully when the time is right, and that the purpose of the unit is to equip pupils to cope with such a return.

42. The unit is also making very good efforts to involve the local community and parents in their work. The unit reports that some parents have recently organised and run a very successful summer fayre that was sponsored and supported by many local companies and attended by other past and present carers and parents. This has resulted in a more proactive relationship with parents in the formation of the "breakfast club" committee who come into the unit to discover more about, and monitor, its work. This is a very positive development that is of great benefit to both the unit and to its pupils. Also, the school has been featured as "School of the Day" by a local radio station, receiving a certificate to mark the occasion.

43. The inspection confirms that what the unit provides is well suited to meeting the needs of the range of pupils for whom this provision is intended. The curriculum, the way pupils are organised and taught, the constant emphasis on developing the necessary attitudes and personal, social and learning skills, and the outreach work and support which schools receive all contribute to achieving the unit's aim of entering into a partnership with learners, their parents and the community. There are some subject co-ordinators already in place and their

impact on planning and teaching is extremely positive. However, the process of implementing further curriculum leadership has been seriously hindered by the local education authority's current policy for filling teaching staff vacancies.

HOW WELL DOES THE UNIT CARE FOR ITS PUPILS?

44. The unit offers very good quality educational and personal support and guidance to pupils, informed by thorough monitoring of their academic progress and personal development. There is some excellent practice in the strategies for promoting good behaviour, ensuring that pupils make progress in personal and social development, so that they become positive learners. The setting and reviewing of academic targets is less advanced than it is for behavioural targets. However, the process for setting individual targets for learning is of good quality, with an appropriate emphasis on academic progress.

45. The monitoring of attendance by the unit is good. Although currently "school refusers" are not admitted to the unit, there are some pupils who have poor attendance prior to entry. The provision of transport and the relationships formed with taxi escorts help to ensure good attendance by all pupils. There is effective liaison with the education welfare service.

46. The use of individual behaviour targets to monitor and improve pupils' behaviour is a significant strength of the unit's work. This is particularly effective in the longer-established nurture group. Behaviour targets are carefully chosen, based on careful observations by staff which are widely shared, and followed through in class routines such as "sun records". Consequently the targets have real meaning for pupils, who know them well and aspire to achieve them as an improvement of which they are proud, rather than some behavioural quota to be met.

47. Protective handling plans are prepared for pupils who require particular strategies to manage their behaviour, and these are of very good quality. They are informed by detailed staff observation, and put into practice through high quality teamwork, which includes the headteacher when necessary. There is little evidence of oppressive or unkind behaviour within the unit and, on many occasions, pupils clearly show care and concern for each other. Staff members constantly promote respect and consideration for others.

48. Procedures for assessment are very good, and good use is made of information and evaluations to plan future work. The setting and reviewing of learning objectives is not as consistent and rigorous as it is for behavioural objectives, but is nonetheless good. Assessment in literacy is particularly strong, whilst that in mathematics is weaker and needs to improve further.

49. Class teachers carry out baseline assessment, as many pupils do not come with any records, especially those relating to learning. They may not have been accessing the curriculum for sometime, even if they have been present in school. The unit is just beginning to use "The Boxall Profile" as a baseline and progress measure. Since the last inspection there has been very good progress on the key issue relating to assessment.

50. The monitoring and support for pupils' personal development is an outstanding feature of the unit's work. The internal review procedure is a highly effective mechanism for sharing observations made by all staff, and keeping a wide-ranging track of how pupils are progressing. It also effectively draws in information from parents. Personal development is supported consistently through classroom routines, activities and exchanges with staff. These encourage pupils to take responsibility, become more mature by participating as members of a group, or acquire and practice the social skills of taking turns, sharing or serving food.

51. The monitoring and support for pupils' academic development is good, and should continue to improve as learning targets become fully established in all areas. As with personal development, the process of monitoring and support for pupils' academic development is accompanied by good quality review procedures. The perceptive observations of staff teams, encompassing what pupils are learning as well as their behaviour, is a major strength.

52. Procedures for child protection are good, with attention being given to monitoring any recurrent causes for concern. Thought has been given to the channels of communication that need to be in place where pupils are dual registered. Training for the designated person and all staff is relatively recent, and all staff members are aware of concerns that need to be logged.

53. Arrangements for health and safety are satisfactory, and problems relating to the play area and toilets have been improved. Although investigation has been undertaken with regard to separating pedestrians and vehicles in the car park, a hazard mentioned in the last report, funding to put in hand the necessary improvements has not been forthcoming. This means that pupils' safety relies on close supervision by taxi escorts. Health and safety practice within the unit, for example, for the administration of medicines, is generally satisfactory.

HOW WELL DOES THE UNIT WORK IN PARTNERSHIP WITH PARENTS?

54. The unit has a highly effective partnership with parents, and has gained their support for what is being achieved with pupils. Parents receive very good quality information, through a variety of channels, about how their children are progressing. The unit enables parents to gain understanding about their children's learning and to be involved in it.

55. Parents see many strong features in the unit's work. They especially appreciate the good teaching and high expectations of their children's achievement; the information they get about the progress of their children; their children's improvement in personal development; the close partnership with parents and approachability of staff; and the good quality leadership and management of the headteacher and his deputy. Inspection evidence fully supports these positive views. Some parents feel a concern about the amount of homework given, but inspection evidence shows that homework, especially reading, was given when this would support work done in the unit.

56. There is frequent and regular contact between unit staff and parents. This may be through the contact book, which is regularly used in the nurture group, or through home visits, by telephone calls or meetings at the unit. The class teacher is a particular point of reference, and the headteacher also has a great deal of contact with parents both at the unit and in their own homes. All of this creates the groundwork on which a constructive partnership can begin to be built.

57. The work carried out by the parental liaison teacher has been very beneficial. It has helped to establish secure relationships with parents who may in the past have found contact with school a very negative experience. A valuable development of this work is the nucleus of a parents' support group that has now formed. Parents are gradually being enabled to help their children better, perhaps by seeing them in a different light, or learning to understand their behaviour in a different way. Staff and parents working together have been able to change pupils' behaviour.

58. Parents receive a good range of information about how their children are progressing, from a variety of formal and informal sources. The review each half term is a major opportunity to discuss progress and future plans. This is supplemented by constant informal communications that adds to the picture. Parents also receive a good quality annual report, which has a particular emphasis on academic progress over the year.

59. When reading books are sent home, parents contribute by sharing the book with their children. All parents make an impact on their children's learning, both in personal development and in academic areas, by being interested in what the unit is doing and in the child's day. As parents see changes in their child, and come to see their behaviour differently, they work with the unit to reinforce the learning going on there.

HOW WELL IS THE UNIT LED AND MANAGED?

60. The local education authority's (LEA) Pupil Referral Service (PRS) is still in the process of devising policies, structures and procedures for the further development of its work in order to meet statutory requirements. As a result, the Lancaster PRU finds itself in a situation of continuing change, not all of which contributes to the focused work it is effectively undertaking with its current pupil population.

61. After the last inspection, progress was made on the work and effectiveness of the PRU's management committee. However, that committee has now been disbanded and a new structure is being devised. Its purpose is to enable the PRU to have a consultative forum that will, in addition to other statutory functions, contribute to the monitoring and review of the local authority's behaviour management plans. However, terms of reference and articles of government, dated April 2000, have only recently been circulated for consultation and, as membership of the proposed body is incomplete, it has not yet held its inaugural meeting. Meanwhile, the PRU lacks an independent body that will monitor and evaluate its work and through which it can be accountable to the LEA. A number of key matters, including the authority's curriculum policy for PRUs, also need to be finalised. In terms of progress since the last inspection, this situation is less than satisfactory.

62. This PRU currently makes provision to meet a range of pupils' needs, including those with emotionally challenging responses, behavioural and learning difficulties and those excluded from school for longer than 15 days. The unit does not presently make provision for those pupils who refuse to attend a mainstream school. The PRU is successfully managing the demands made on it but no further LEA provision has been made available within the area to accommodate pupils with statements of special educational needs in relation to long-term emotional and behavioural difficulties. Such pupils, as noted at the last inspection, still spend lengthy periods at the PRU awaiting placement.

63. The headteacher provides an impressively clear educational rationale and direction for the unit's work. The headteacher, ably assisted by his deputy, offers very good leadership and provides a good role model for colleagues and the pupils. Management strategies are carefully thought out. Through their work with staff teams, the headteacher and his deputy are attempting to ensure that the unit's aims, aspirations and ethos are shared, accepted and effectively operated across the unit. The headteacher's quiet, purposeful and determined approach exemplifies the attitudes and values that the unit espouses in its work with both short and longer-term pupils. The unit's approaches to its work successfully promote pupils' emotional and social development. It also enables pupils to have access to learning, be reintegrated and benefit from working in a mainstream school. Schools value the close working relationship they have with the PRU. They also value the quality of the work they undertake with pupils in the unit and that provided through the "in school" support that is part of the reintegration process.

64. The PRU has well-conceived and purposeful systems in place for monitoring the quality of curriculum provision, pupils' personal and academic progress and for reviewing the impact of policies and practices. The recent attempt to introduce formal classroom observation was postponed through the non-attendance of a senior officer of the PRS. However, the unit's well planned mixture of formal and informal approaches to monitoring

provide opportunities for professional development reviews and the identification of further staff training or support needs, the evaluation of short and longer-term curriculum planning for groups and individual learners and discussions about pupils' academic progress and personal development. With the development of more effective assessment strategies, monitoring is now supported by recent data that is now being collected in individual pupils' records and profiles.

65. These current monitoring, self-review and evaluation processes make a significant contribution to the identification of key priorities for the annual development plan. Internal monitoring is complemented by the regular visits of LEA adviser. This is helping to focus on issues relating to standards and quality.

66. The unit's development plan is of good quality. There is a process for monitoring the implementation of the clearly stated annual priorities against success indicators. The lack of a clear longer-term strategy for the role and funding of units within the PRS is the primary reason why the unit's development planning has such a short timescale.

67. The headteacher is working hard with senior officers in order to manage the many changes taking place within the PRS. He is trying to move matters forward in relation to his areas of responsibility as manager of the PRU, the outreach and support services.

68. There are sufficient teachers and learning support assistants for the number of pupils on roll. Progress was made in developing subject co-ordination roles prior to the end of the last academic year when three key teachers left the unit. However, the LEA's strategy, to fill teaching staff vacancies on the basis of budget imperatives and not curriculum need, has seriously impeded further progress on the development of subject co-ordination and key stage responsibilities within the unit. This was an issue identified at the last inspection.

69. An outstanding feature of this unit is the quality of working relationships between teaching and support staff, both in and outside of the classroom. They plan together and consider the individual needs of pupils when designing learning activities and setting up groups for learning. It is the high quality of these productive relationships that ensure pupils feel secure, valued and supported as individuals and learners.

70. Staff reviews and staff development are effective in supporting the unit's work and that of individual staff members. Good use is made of in-house training, staff conferences, the dissemination of good practice and external providers.

71. The accommodation has improved since the last inspection. Recently a good quality teaching room has been established and further materials and equipment storage provided. However, some of this space was taken from the main hall, the ownership of which has now been passed to the neighbouring primary school. This means that the unit has only limited access to a major games and wet lunchtime indoor space. In addition, the acoustics of the remodelled hall are now so poor, lessons in PE and music and movement taking place there during the inspection were abandoned as teachers could not be heard and children could not concentrate, learn or make progress effectively. On the occasions when the neighbouring school uses the hall the high levels of noise interrupts the teaching and learning in the unit. This is a most unsatisfactory situation. Other accommodation occupied by the unit is generally good. Teaching and storage spaces of a variety of sizes are well used.

72. The curriculum is very well resourced and the quantity of IT equipment has improved since the last inspection so that the number of pupils to each computer is now much better than the national average. Further subject specific software is being purchased. The deployment of these resources, in a small computer suite and in some classrooms, ensures maximum use of an important resource that supports pupils learning. However, further power

points will be needed in some classrooms to extend the current provision. During the inspection, through the good offices of a parent, a local company generously offered to donate to the unit two further computers.

73. The unit has received a budget for this year as part of delegation arrangements made by the LEA. Within constraints, the headteacher has managed this budget well, applying the principles of best value. Although the procedures for setting the budget appear to be improving, they are not satisfactory, and do not allow the unit an adequate planning horizon, even in the relatively short term.

74. This year's budget is not sufficiently related to actual costs. This is unrealistic. It has meant that the headteacher has had to manage within a perceived "deficit". It is the LEA's intention to put in place a well-founded budget for next year, but the current situation is unsatisfactory. The situation is exacerbated by the fact that there is uncertainty about precisely what costs are attributed to specific budget headings, such as premises. This makes planning and managing the budget efficiently very difficult. There has also been a lack of recognition of the extra demands placed on the unit by delegation. Financial procedures that were previously handled centrally are now delegated to the unit, without additional time resources being made available. The unit itself has effective day-to-day financial procedures.

75. Within these parameters, the headteacher has managed the budget well. He has looked carefully at staff time and deployed it to best advantage. For instance, he has provided hours for parent liaison work. This has brought clear benefits to pupils' learning. There has been good planning for the spending of Standards Fund money and good involvement of staff in spending decisions, on learning resources, for example. The key issue from the last report related to the lack of curriculum resources has been addressed. Provision for the unit's curriculum is now very good, although further co-ordination of curriculum areas still needs attention.

76. The unit applies the principles of best value well. Purchasing decisions are taken on the basis of the supplier offering best value for money. Decisions on the use of resources, including expenditure on training, are informed by consultation with staff. The close links the unit has with parents and the headteachers of partner schools, means that there is constant feedback on the service the unit is providing to its pupils. In so far as it is possible to compare with other units, opportunities are taken to do so.

77. Within the unit, there is constant challenge when considering what provision should be made to meet the complex emotional and behavioural needs of pupils, and how this can be organised and funded in a cost effective manner. There is a very good balance between weighing up costs and resources, and an understanding of the provision needed for these pupils, which does not always fit into prescribed timescales.

78. The LEA is not currently in a position to monitor the cost effectiveness of the provision made by the unit. However, the unit is very effective in the work it undertakes. The quality of teaching is good and pupils achieve well and make good progress. Their progress in personal and social development is particularly strong, and has the clear aim of enabling them to make progress as learners. The resources available to the unit are efficiently managed within difficult external constraints. Taking all these factors together, the value for money given by the unit is good.

WHAT SHOULD THE UNIT DO TO IMPROVE FURTHER?

79. In order to improve further what the unit does well, the headteacher and staff of the unit, working in partnership with the local education authority, should:

- (1) **Improve the quality of teaching that is less than good** by:
- sharing good practice in teaching and learning across the unit's staff; (*Paragraphs 21-25*)
 - formally monitoring teaching, especially in relation to identifying where teaching is weaker and progress less rapid, so that support, guidance and further training can be offered to improve the quality of pupil's learning and progress. (*Paragraphs 4, 27, 64, 69-70*)

In addition, the local education authority should:

- (2) **Review its policy for staffing the Lancaster PRU** so that:
- appropriate subject and key stage responsibilities can be further developed in order to support the implementation of the LEA curriculum statement for PRU; (*Paragraphs 43, 61, 68, 75*)
 - greater emphasis can be given to implementing the curriculum policy statement through further supporting colleagues in the planning and teaching of the curriculum for all pupils. (*Paragraphs 43, 61, 68, 75*)
- (3) **Provide a budget that more accurately reflects the resources needed to manage this unit effectively.** (*Paragraphs 73-74*)
- (4) **Improve the quality of the accommodation** by:
- improving the acoustics, to enable the main hall to be used effectively for physical education and music teaching and learning. (*Paragraph 71*)
- (5) **Put in place as swiftly as possible a management committee** in order to:
- give support to the unit in determining policy and in monitoring and evaluating the effectiveness of provision. (*Paragraphs 60 – 61*)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	30
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	25	41	24	3.5	3.5	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the unit's pupils

Pupils on the unit's roll	No of pupils
Number of pupils on the unit's roll	22

Special educational needs	No of pupils
Number of pupils with statements of special educational needs	9
Number of pupils on the unit's special educational needs register	22

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Attendance

Authorised absence		Unauthorised absence	
	%		%
Unit data	3.72	Unit data	0.37

Both tables give the percentage of half days (sessions) missed through absence for last whole term before the inspection

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	22
Any other minority ethnic group	

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	22	
Other minority ethnic groups		

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	5.0
Number of pupils per qualified teacher	4.4

FTE means full-time equivalent.

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	130

Financial information

Financial year	N/A
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	£
Total income	N/A
Total expenditure	N/A
Expenditure per pupil	N/A
Balance brought forward from previous year	N/A
Balance carried forward to next year	N/A

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	22
Number of questionnaires returned	18

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	19	13	0	0
My child is making good progress in school.	63	38	0	0	0
Behaviour in the school is good.	19	69	13	0	0
My child gets the right amount of work to do at home.	0	56	31	13	0
The teaching is good.	75	19	6	0	0
I am kept well informed about how my child is getting on.	75	19	0	6	0
I would feel comfortable about approaching the school with questions or a problem.	88	13	0	0	0
The school expects my child to work hard and achieve his or her best.	81	19	0	0	0
The school works closely with parents.	75	19	6	0	0
The school is well led and managed.	88	13	0	0	0
The school is helping my child become mature and responsible.	75	13	6	0	6
The school provides an interesting range of activities outside lessons.	31	38	0	6	25

[Percentages of responses are rounded to nearest interger, sum may not = 100]