

INSPECTION REPORT

COTSWOLD EDUCATION CENTRE

Pupil Referral Unit

Chipping Sodbury

LEA area: South Gloucestershire

Unique reference number: 131626

Headteacher: Mr B Hodgkin

Reporting inspector: Mr R B Thompson 10781

Dates of inspection: 10 – 15 January 2000

Inspection number: 215463

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

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INFORMATION ABOUT THE UNIT

Type of school:	Education Centre
School category:	Pupil Referral Unit
Age range of pupils:	5 - 16
Gender of pupils:	Mixed
Unit address:	Cotswold House Hounds Road Chipping Sodbury South Gloucestershire
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Appropriate authority:	Local Education Authority
Name of responsible officer	Ms Clare Steele
Date of previous inspection:	Not applicable

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
R B Thompson	Registered inspector	English; Modern foreign languages; Physical education.	What sort of school is it ? How well is the school led and managed ? What should the school do to improve further ? School data.
R Miller	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils ? How well does the school work in partnership with parents ?
Ms A Sydney	Team inspector	Mathematics; Geography; Art.	How good are the curricular and other opportunities offered to pupils ? Special educational needs.
Ms J Watson	Team inspector	Science; Information technology; Design and technology.	School's results and pupils' achievements. How well are pupils taught ? Equal opportunities.

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE UNIT

Cotswold Pupil Referral Unit (PRU) is part of the Central Support Services for South Gloucester. The unit opened in September 1998. The teacher in charge (TIC) was appointed in April 1999. It comprises two units; one based at the Frenchay hospital site, and the other at Hounds Road, Chipping Sodbury. When the PRU opened, the pupils on the roll of the Frenchay unit at the hospital, which were under the hospital and home teaching service (HHTS), came onto the roll of the PRU, although the Frenchay unit retained its TIC. Both TICs are responsible to the Head of the Central Teaching Service. As the Cotswold PRU opened in September 1998 it has not been inspected before, this is therefore the PRU's first inspection.

The aim of the PRU is to ensure an equal access to education for those pupils who are not currently in school and, wherever possible, to work towards the successful re-integration of those pupils to school.

The unit provides part-time education, giving all pupils access to a programme which will enable individuals to achieve their potential during their time in the PRU. There are thirteen boys and ten girls at Key Stage 3. Seven boys and eight girls are dual registered. There are seventeen boys and twenty girls at Key Stage 4. One boy and five girls are dual registered. All 60 pupils are on the special needs register; 49 between Code of Practice stages 1 and 2; eleven between stages 3 and 5. Eight pupils have statements of special educational need.

Key Stage 3 pupils are taken in with the immediate aim of a return to main stream as soon as possible. At Key Stage 4 the aim is to return Year 10 pupils to mainstream school as soon as possible or to prepare them for an early college placement. Year 11 pupils engage in GCSE or other nation qualifications with a view to transferring to college, training courses or seeking employment. The PRU is also responsible for monitoring over 60 students on early college placements.

Recently a primary teacher was appointed. She heads the behavioural support team and supports primary pupils in their own schools. These primary pupils are not on the roll of the PRU. The Pupil Referral Management Committee acts as the governing body for the PRU.

The unit has a clear admissions policy to admit children who are out of school for a variety of reasons. The pupils at the Frenchay unit, although on the roll of the PRU, are quite different from the Hounds Road unit. The Frenchay unit caters for pupils with quite different needs, such as profoundly emotional and medical problems.

HOW GOOD THE UNIT IS

Overall this is a good Pupil Referral Unit. It is well led and managed making effective use of the accommodation and resources it has. Teaching is a strength of the unit. All staff work very effectively together to ensure pupils achieve well and make good progress. Pupils show very good attitudes towards their work. Relationships and behaviour are very good. Parents and pupils value the unit, pupils particularly like coming to the unit. Provision for pupils with extra special educational needs are good and all pupils are given equal access to the curriculum offered. The unit's literacy and numeracy strategies are working well, permeating across the curriculum. Careers and vocational opportunities for pupils are good. Taking into account the poor attainment and progress pupils have made prior to attending the unit, the progress and achievement they are making, socially, behaviourally and academically, the good opportunities provided for external accreditation, the vocational successes and the fact that parents greatly value the facility, the unit provides good value for money.

WHAT THE UNIT DOES WELL

- The Pupil Referral Unit, both sites, is well led and good management gives clear strategic direction.
- The quality of teaching is a strength of the school. Team teaching is very good, and the very good additional support has a significant effect on pupils' progress and achievement.
- Pupils' attitudes, behaviour and relationships are very good.
- Child protection procedures for pupils are very good.
- Parents views of the school are very supportive.
- Provision for pupils with extra special educational needs is good.
- The school's literacy and numeracy strategies are effective and working well.
- All pupils are given good equality of access to the curriculum.
- Careers and vocational opportunities are good.
- Provision for pupils' moral and social development is good.
- At the Frenchay site, mathematics, English, French and special educational needs are strengths. Homework is used regularly and effectively. On the Hounds Road site, English, mathematics, information and communications technology and art are strengths.
- Literacy skills are used well across the curriculum

WHAT COULD BE IMPROVED

- The management committee needs to report on the progress and development of the unit.
- The action plan is not costed.
- Overall the curriculum offers a suitable range of opportunities for pupils. However;
The part-time provision for Key Stage 3 pupils in the unit awaiting re-integration is low;
There is a lack of information and communications technology at the Frenchay site;
There is a lack of science at Key Stage 3 on both sites.
- Accommodation:
There is a lack of outside recreational area for pupils on both sites;
There are serious deficiencies in the provision of toilet and hygiene areas leading to pupils and staff not having their entitlement to privacy and dignity;
Safe storage facilities on the Frenchay site are required;
The main teaching area at Frenchay is too small for the number of pupils.
- Learning Resources:
Information and communications technology resources at the Frenchay site are unsatisfactory;
Design and technology resources on both sites are unsatisfactory;
Science resources and accommodation on both sites are unsatisfactory;
Resources and storage for art on both sites are unsatisfactory.
- Opportunities for spiritual and multi-cultural development of pupils.

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

Cotswold Pupil Referral Unit was established September 1998. It has not been inspected before.

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

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

Pupils make particularly good progress in English and mathematics, many gaining external accreditation. Taking into account their lack of basic skills and knowledge in these subjects when they arrive at the unit, they are making very good progress. Pupils make good progress in their personal and inter-personal skills. Progress in science is unsatisfactory, mainly due to the lack of resources and appropriate accommodation to teach science. Pupils achieve a high standard of work in art, despite the lack of resources and accommodation. The standard of information and communications technology work at the Hounds Road unit is very good.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the unit	Pupils' attitudes to the unit are very positive. They like coming to the unit. They enter the classrooms prepared to work hard and show good concentration, perseverance and effort.
Behaviour, in and out of classrooms	The standard of behaviour throughout the unit is very good.
Personal development and relationships	Pupils make good progress in their personal development. Relationships between pupils, and between pupils and staff are very good.
Attendance	Attendance is satisfactory and meets the targets set by the unit. Many pupils are making good progress in their attendance, particularly when compared with their rates prior to attending the unit.

Relationships in the unit are particularly good. Pupils have very positive attitudes towards their learning and try their best to succeed at all times. They are making good progress in their personal development and pursue external accreditation, vocational courses and careers. Attendance overall is satisfactory when set against the unit's target of 90 per cent of pupils achieving 90 per cent attendance. When looking at the increase in attendance of individual pupils since attending the unit, many pupils are attending well. Some have achieved 100 per cent.

TEACHING AND LEARNING

Teaching of pupils:	
Lessons seen overall	41 lessons were observed. The quality of teaching was never less than satisfactory, often good, and the majority of lessons were very good.

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

The quality of teaching across the unit is predominately very good, with 100 per cent being satisfactory or better; 93 per cent good or better and 56 per cent very good. Examples of very good teaching were seen in every subject except science, where some good teaching was seen. Teachers and support staff work very well together. They have great skill in managing pupils with emotional and behavioural difficulties. Very good use is made of praise, encouragement and good humour, with expert use of skilled questioning to check for understanding and ensure success. Teaching is a strength of the unit. Literacy and numeracy strategies permeate the curriculum, particularly listening and speaking skills, and this enhances the progress pupils make.

OTHER ASPECTS OF THE UNIT

Aspect	Comment
The quality and range of the curriculum	The curriculum offered is suitable to the needs of the pupils. However, there is insufficient science and information and communications technology at the Frenchay site, and a lack of French and science at the Hounds Road site.
Provision for pupils with special educational needs	This is particularly good with the pupils who have extra emotional difficulties or medical conditions.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' social and moral development is good. Provision for their spiritual and cultural, particularly their multi-cultural development, is insufficient.
How well the unit cares for its pupils	Provision for pupils' educational and personal support is very good. Procedures for ensuring pupils' welfare and protection are very good.

Parents are invited into the unit regularly. Most parents attend meetings as they see them as being important. They have great confidence in the unit and value the placement for their child. A great strength of the unit is the relationships and trust between pupils and staff.

HOW WELL THE UNIT IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The unit is well led and managed. There is clear educational direction and sense of purpose. Team work and team spirit is a strength of the unit.
How well the management committee fulfils its responsibilities	The management committee is relatively new. It has appropriate expertise in dealing with pupils with emotional and behavioural difficulties. However, it has not yet fulfilled its duty to report to the LEA on the progress of the PRU.
The unit's evaluation of its performance	The unit has an action plan setting out its strengths and weaknesses. It has set clear tasks allocated to named staff, and targets set to be achieved.
The strategic use of resources	The resources the unit has, are used efficiently and effectively. However it lacks resources in science, art and design and technology.

There are sufficient numbers of qualified staff to meet the demands of the curriculum. The provision of staff is sufficient to enable effective liaison work with mainstream schools. Recently the acquisition of a member of staff, to head the behavioural support team, and to liaise with primary schools has had a beneficial effect and is working well as an early intervention strategy. The unit is well led and the main strength is the way in which teamwork is encouraged and supported between all members of staff. Although the unit has no discrete budget, prudent management ensures the unit receives best value for money on all its purchases.

PARENTS' AND CARERS' VIEWS OF THE UNIT

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Improvement in behaviour and attendance.• Access to part-time education, leading to re-integration or further education.• The attitude of staff with pupils is to be admired. It is caring, encouraging and understanding of pupils.• Unit builds up pupils' confidence.• Pupils can acquire good information technology skills.	<ul style="list-style-type: none">• Occasional problems with LEA transport.• Tick box arrangements of questionnaire unhelpful.

A parents' meeting was held prior to the inspection and six parents attended. 33 parental questionnaires were returned, many with additional comments added supporting the unit. The questionnaires were analysed and found to be very supportive of the unit. The inspectors support the very positive views of the parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

THE UNIT'S RESULTS AND ACHIEVEMENTS

1. Overall attainment is below national averages, however, achievement is good measured against prior learning and taking account of the amount of time during which pupils have attended the unit. This is a newly established PRU and there are no results from previous years.
2. Pupils achieve well and make good progress toward the targets set for them. There is a continual process of reviewing and recording progress and pupils are well supported in reaching appropriately high standards in those subjects that form part of the PRU's curriculum. Pupils with additional special educational needs meet the targets of their individual education plans. The tasks set for all pupils are challenging and well matched to their particular needs.
3. Pupils are entered for externally validated courses in English, mathematics and information and communications technology. National Curriculum teacher assessment at the end of Key Stage 3 takes place at the Frenchay site but not yet at Hounds Road, as there were no pupils of that age group last year. In 1999 pupils were assessed in all attainment targets in English and mathematics and in three of the four science attainment targets. In mathematics, of the seven pupils assessed, two reached national average and the remainder below national average. Assessed levels in English and science were well below average.
4. At the Frenchay site, four pupils were entered for the Certificate of Achievement in mathematics and English. Seven distinctions were achieved and one merit. In addition, a pupil from Frenchay attended Filton College and attained three GCSE passes at grade C.
5. Pupils attending the Hounds Road site were entered for a number of accredited courses. Ten pupils were entered for elements of the Royal Society of Arts course on Computer Literacy and Information Technology (CLAIT); one pupil achieved a pass in word processing; four achieved passes in word-processing and spreadsheets; one pupil achieved a pass in word-processing, spreadsheets and databases; one pupil achieved a pass in spreadsheets; one pupil was awarded profile certificates only, and one pupil was awarded a spreadsheet certificate. Five pupils achieved level 2 Associated Examinations Board Literacy pass; six achieved level 3 Literacy; nine achieved a level 2 Associated Examinations Board Numeracy pass; four achieved level 3 Numeracy.
6. Six pupils were entered for the Certificate of Achievement in mathematics; one achieved a merit and five gained distinctions. Five entered the Certificate of Achievement in English; one achieved a merit, and four gained distinctions.
7. In English, standards of attainment are below national averages. However, taking into account the underdeveloped skills pupils have on arrival at the unit, their confidence in speaking and listening is developing well. Pupils are achieving levels which could be expected of them. Literacy skills of speaking and listening are used consistently well across all curriculum subjects. Good opportunities are provided for pupils to use their new skills. Pupils listen attentively to each other and develop new ideas through discussion and debate. Pupils read aloud in group sessions. They read confidently with expression and have good comprehension. They empathise with characters in their stories and name and describe their favourite characters and favourite parts of the stories.

8. Well-thought-out exercises in writing, matched carefully to pupils' ability, give pupils the opportunity to produce a wide range of writing for different audiences. Most pupils have a legible style of handwriting. They produce book reviews, diaries, poetry and letters concentrating on sentence construction and grammar. There is good evidence in pupils' files of a wide range of writing such as description writing, comprehension, critical pieces, work sheets and form filling linked to careers. Pupils use word-processing effectively to enhance their work. Work is often drafted and redrafted before pupils are satisfied with the standard of their work. They take great pride in the presentation of their work. Pupils are appropriately working towards a Certificate of Achievement in English, and GCSEs at foundation level and higher.
9. At both sites, accreditation in mathematics is encouraged. Pupils are achieving levels above expectations which could be predicted when they first attended, taking into account their past history. Modular examinations at varying levels are chosen that will give pupils success through the year. Results are good, with a number of pupils taking intermediate level GCSE papers and others getting high grades in the Certificate of Achievement. Achievement is slightly higher at the Frenchay site, than Hounds Road site, where pupils are reaching at least national standards.
10. At Key Stage 3, pupils show a good understanding of fractions and percentages. They set out tables, and use coordinates. Most have no difficulty with basic operations. Some round numbers up and down and work with simple formulae. Most pupils understand positive and negative correlation. Lower attaining pupils are still having difficulty with symmetry, confusing reflection and rotation.
11. At Key Stage 4, pupils explain their work in detail and with confidence. They identify where they have made progress and have a large body of work. At the Frenchay site they are making thoughtful progress in handling data and participate well in discussion. All pupils at both sites develop their vocabulary and understanding and use correct mathematical language such as 'frequency'. All work out probability and most identify the difference between continuous and discrete data. Higher attainers express numbers in standard form, understand what stratified random sampling means, and identify bias in questionnaires.
12. At both sites, progress is very good, not only mathematically but also in pupils' behaviour and attitude to work.
13. Overall standards of attainment in science are poor because there is too little time devoted to the subject. Within the modules they are taught, higher attaining pupils reach levels of achievement which are close to national average. Lower attainers achieve levels which are well below average. Pupils attending at the Frenchay site are taught science in Key Stage 3. They have too little time and too few resources to enable them to achieve as well as they should and their levels of attainment are well below national averages. By the end of the key stage, pupils have been introduced to the topic of the nervous system and they know that some characteristics are inherited while others are developed as a result of the environment in which we live. Higher attaining pupils write their own notes well and answer questions indicating that they understand the work. Pupils have a good grasp of the three different states of matter and are beginning to link molecular behaviour with the different characteristics of solids, liquids and gases. Higher attainers draw graphs to demonstrate the results of investigations, for example deriving Hooke's Law. Lower attainers are given more structured support and are required to write fewer words to explain what they do. Pupils in the Hounds Road unit are currently not taught science, but the problem is being addressed.
14. Pupils at the Hounds Road site are achieving near national levels in art at both key

stages. They progress well during their time in the unit. All of them gain confidence in using line, colour and texture, and develop a subject vocabulary. They study the work of artists from different cultures and periods and produce mainly drawings and paintings. There is insufficient three-dimensional work. At Key Stage 3, a pupil with learning difficulties is producing careful thoughtful work of a good standard and this has improved his self-esteem. At Key Stage 4, some pupils are able to describe their work and refer to artistic influences. Insufficient use is made of homework to supplement the constrained curriculum time in generating the necessary GCSE coursework portfolio.

15. At the Frenchay site, art is used mainly as an enjoyable social experience. Staff and pupils have jointly produced humorous large-scale paintings and decorated every space. Not all pupils at Frenchay have art lessons; it is an option taking up only a small part of the timetable. It does not lead to any accreditation.
16. Attainment in French is below national expectations. Considering the level of attainment when pupils enter the unit, some individual pupils enter the unit with little or no French, they achieve well in French sessions. They have good recall of a wide range of useful words and phrases. Pupils greet each other and staff enthusiastically, many reply in French when answering the register. They count accurately, name favourite pets, say how many pets they have, give their names and ages and what food they eat, with confidence. They give and follow instructions accurately. They particularly enjoy finding and naming well-known towns and cities in France on a map, and giving football and rugby results in French. Literacy and numeracy skills are used well to enhance pupils' progress in French.
17. Design and technology is not taught except for a module of work in electronics in Key Stage 3 at the Hounds Road site. Pupils learn how to assemble components from a kit to make a model with flashing lights or a buzzer. They make good progress in learning how to solder safely and to follow instructions to construct an artefact such as a radio or a metronome.
18. Those pupils who attend the Hounds Road site have regular access to information and communications technology (ICT). Their standards of attainment are broadly in line with national averages and they make good progress. They are confident in their use of computers and have satisfactory key boarding skills. They process text well and use a spreadsheet to perform calculations. Some pupils are close to being independent in their use of ICT. Pupils in both key stages use ICT to support their learning in mathematics, for example to solve problems requiring the use of a formula. In English they write poems and illustrate them with appropriate clip-art. Their leaflets, produced by using desktop publishing software with a scanner, digital camera and a graphics program, are attractive and well-designed. Pupils are beginning to make good use of the Internet for reference and to communicate through e-mail. Pupils at both units are following CLAIT courses which enable them to gain competency certificates in individual ICT skills such as word-processing, spreadsheets, graphics and use of a data base. Higher attaining pupils are pursuing further extension courses of CLAIT.
19. Attainment in physical education is broadly in line with national expectations. Pupils make good progress in football skills.
20. Personal, social and health education is an important aspect within the unit. Pupils follow courses designed to inform and educate them. Sex and drugs education, careers and work placements are some of the courses pupils follow. Pupils make good progress in their personal, social and health education.

PUPILS' ATTITUDES, VALUES AND PERSONAL DEVELOPMENT

21. The pupils' attitudes towards the unit are very good. Their behaviour, relationships with the staff and each other are very good and strengths of the unit.
22. In most lessons pupils approach their work positively, showing the ability to concentrate on tasks for appropriate lengths of time. The majority of pupils are keen to attend the unit and pupils show interest in lessons and other activities provided for them.
23. Pupils are clear about the way they should behave and this shows itself in the very good behaviour that exists at the unit. There are currently no pupils excluded and those met during the inspection were courteous and polite, and showed respect for the building and its contents.
24. A strong personal, social, health and moral programme exists at the unit and positively influences the way in which they reflect on what they do and the impact it has on others. Pupils respect each other's feelings and beliefs. There are very good relationships with the staff and with one another. There is mutual care and support for each other and the pupils see themselves as part of the unit's community. A number are able to plan and organise their work, such as one boy in Key Stage 3, with his computer studies and with minimal adult supervision. Pupils confirm they have grown in confidence since arriving at the unit. There are however, few opportunities generally, for pupils to show initiative and take responsibility.
25. The unit has satisfactory levels of attendance. There has been a gradual improvement, since the unit opened and the overall figure is currently 78 per cent. A target figure of 90 per cent attendance for 90 per cent of pupils is felt by unit staff and the LEA to be realistic. Several pupils have actually attained 100 per cent attendance. A small number of pupils, particularly in Key Stage 4, are responsible for the current figure.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

26. The overall quality of teaching is a strength of the PRU. Nine out of ten lessons are at least good and in more than half the lessons teaching is very good. Particular strengths, which are evident in many lessons, include excellent teamwork which provides pupils with a friendly, calm and very supportive environment in which to learn. This is good and impacts positively on the progress pupils make. The good professional relationships between adults in the classroom provide pupils with excellent role models for their social and moral development. These good relationships result in pupils' behaviour and attitudes towards learning improving. Planning, both long and short term is always very good and teachers use the limited resources available well. There is constant feedback to pupils, encouraging them to achieve to the best of their ability and giving them confidence to succeed. Humour is well used in the management of pupils, and staff are skilled at defusing potentially difficult situations. Record keeping is very good and is well used to set targets for pupils both in terms of their improving behaviour and their attainment.
27. The quality of teaching in English is very good across both key stages. Teachers have very good knowledge of their subject and individual pupils. Lessons are well planned in detail, with work well matched to the needs of individual pupils. There are high expectations of pupils in their work and behaviour. Pupils respond well to this and always give of their best. There is very skilled questioning to challenge and draw out comprehensive answers from the pupils. A good range of activities is offered with well-timed changes of activities. Pupils are motivated and participate fully. Humour is used well. Praise and encouragement ensure pupils sustain concentration and persevere when encountering difficulties. Homework is well used, regularly set, marked and discussed with pupils.

28. Teaching of mathematics is overall good. It is at least satisfactory and often good at the Hounds Road site and very good at the Frenchay site where it is characterised by skilful teaching with high expectations of pupils taught in whole classes. At both sites teachers use questioning very well, involving every pupil in the lesson. Expectations of both work and behaviour are high and the aims and objectives of lessons are set out at the beginning of each lesson. Classroom management is good, despite the confined teaching space. Pupils receive a high level of personal attention from both teachers and support staff. Relationships are excellent. IT is used very well in mathematics lessons in the Hounds Road site at both key stages, for example in using a spreadsheet to calculate the circumference of a circle.
29. Science is not taught at the Hounds Road site. The quality of teaching at Frenchay is at least sound with good features. Strengths include an infectious enthusiasm for the subject and the skilful use of questions, particularly at the beginning of lessons, to review what pupils already know and to encourage them to think scientifically. Planning, both short and long term is good. The excellent teamwork makes for brisk, interesting lessons with lots of different activities where pupils explore and begin to understand scientific principles. Teaching literacy is fundamental and scientific terminology is used well so that pupils expand their vocabulary. Note-taking is well used by all pupils and higher attaining pupils are encouraged to write extended notes about their investigatory work. A published scheme, commonly used in mainstream schools, forms a basic teaching text. This is useful in enabling a smoother integration for pupils in Key Stage 3.
30. The teaching of art is consistently very good at the Hounds Road site. The teacher's very good subject knowledge as well as enthusiasm and commitment to art are transmitted to pupils who respond very well to the subject. Pupils are encouraged to take risks and to try out new techniques. The local environment is well used as a source of inspiration. The scheme of work is well chosen to cope with limited resources and to allow a broad range of experiences, including sculpture.
31. Design and technology is not taught at the Frenchay site. At the Hounds Road site a module of work on electronics is taught to Key Stage 3 pupils. Teaching is good and the work covers part of the National Curriculum, which benefits those pupils reintegrating into mainstream education. Expectations of pupils' practical skills and their understanding of electronics are high. The good teamwork by teachers enables every pupil to achieve a good result and to derive a great deal of satisfaction from making an electronic system such as a mini metronome.
32. Information and communications technology (ICT) is taught at both sites, but the lack of sufficient space and equipment limits the scope for teaching at Frenchay. The quality of teaching is good. Pupils are taught in small groups and are set well-chosen and challenging tasks. Staff are keen to develop their own expertise and they work hard to extend their skills to the benefit of pupils. Good resources at the Hounds Road site enable regular ICT lessons to be taught to all pupils in both key stages. Teaching is good with many very good features. The level of subject expertise is high and lesson planning is very good. The quality of material prepared for pupils to use is excellent. Pupils are very well managed and the high expectations of their skills and behaviour lead to work which is in line with the attainment of pupils of a similar age in mainstream schools. ICT is well used to support mathematics and English and pupils are encouraged to use the newly-acquired Internet facilities for research and to communicate through e-mail.
33. French is only taught at Key Stage 3 in the Frenchay unit. The quality of teaching is very good. Teachers have good knowledge of their subject and individual needs of pupils. Lessons are well planned and start with good revision of previous work and clear aims for the lesson. Teaching is very enthusiastic and the target language is used

consistently well throughout lessons. This is complemented by very good use of body language, tactile clues and good humour. All pupils are challenged to increase their knowledge and understanding. Pupils are very well managed. Lessons are brisk; resources are well organised and used well, many are made in-house by staff to match individual needs. Literacy skills of speaking and listening, and numerical skills are enhanced during lessons as pupils listen carefully, speak well, try to improve their accents, and use number and counting well in French. Homework is used well. It is regularly set, marked, recorded and discussed with pupils.

34. The quality of teaching of personal, social and health education (PSHE) at Key Stage 4 is good; at Key Stage 3 it is very good. At Key Stage 3, teachers are very good at challenging pupils with open-ended questions matched to their individual needs. Pace in lessons is brisk with well-timed changes of activities to ensure full participation of all pupils. Through skilled questioning, pupils gain new knowledge and understanding of topics. They discuss the pros and cons of work experience and gain inter-personal skills such as body language and what messages their body language send out to people in different situations. Pupils are well managed, work in pairs and small groups. They relate very well to staff who consistently praise and encourage pupils to participate fully and do their best.
35. Physical education (PE) teaching is very good. Planning is in great detail ensuring that pupils understand the need to warm up before vigorous exercise. Clear aims and objectives are communicated to pupils. Secure knowledge of the subject and individual pupil need is evident. There is great skill in demonstrating, explaining and prompting pupils. Teamwork is very good between staff, and all use praise and encouragement very effectively to ensure pupils are fully motivated. Resources are very well organised in advance, easily accessible and used effectively. There are high expectations of work and behaviour. Pupils are challenged to give of their best, particularly to work to new limits physically. They continually assess their work rate and try to improve on time and quality.

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

36. Overall, the quality and range of the curriculum is satisfactory and is suitable for the pupils on roll. The curriculum has a different emphasis on each site. At Key Stage 3, all pupils follow English, mathematics and personal social and health education. At Hounds Road they additionally have art, ICT and games. At Frenchay there is science, French and expressive arts. Key Stage 4 pupils at Hounds Road have English, mathematics, personal social and health education, art, ICT, careers. 'Young Enterprise', a business based course at a local college is offered to pupils from both bases. Some pupils at Key Stage 4 are following good quality vocational and GCSE courses at local colleges. Key Stage 4 pupils at Frenchay appropriately have English, mathematics, personal, social and health education (PSHE), French, and expressive arts, but insufficient ICT and science. Extra mathematics is also offered. Mathematics can take up to 40 per cent of the teaching time, leaving the curriculum here slightly unbalanced, but necessary to complete the mathematics courses offered. Some pupils from Frenchay also attend college. At the Hounds Road site, pupils follow a suitable curriculum in ICT, English and art, but no French, which is unsatisfactory. The organisation for pupils with additional special educational needs is a strength of both units.
37. While there are many strengths in the curriculum, there is insufficient science and short teaching time for some Key Stage 3 pupils. Pupils at Hounds Road have no science lessons. Key Stage 3 pupils at Frenchay have limited science, but the short time devoted to it and the lack of accommodation and resources means that the curriculum cannot be covered adequately. Pupils at Key Stage 4 have recently re-started science

lessons but are now far behind expected levels. The lack of links with a mainstream school denies pupils access to laboratories and specialist equipment. There are plans to address this. Education at both sites is part-time. For some pupils with medical conditions this is appropriate. For others at Key Stage 3 who are awaiting re-integration to mainstream this is insufficient.

38. Lessons in personal social and health education contribute well to pupils' personal development and help prepare them for the next step in their lives. There are sex education and drugs awareness lessons, supported by experts from outside agencies. Girls are offered separate sex education lessons if they prefer.
39. Careers education is taught at Key Stage 4, as a discrete subject or as part of personal social and health education. All pupils are offered work experience linked to their interests and abilities. Links with three local colleges are very good and staff monitor attendance and visit often. Early college placements are used well.
40. Pupils' social and moral education is good. All staff provide very good role models and emphasise relationships and looking ahead to the consequences of actions in every subject of the curriculum. Moral issues such as 'who tells us what is right and wrong' are discussed in PSHE lessons. There is little that develops pupils spiritually as the usual subjects which support this, such as religious education and music, are missing from the curriculum. Similarly multicultural education is lacking. Although there is some in art and French, opportunities are missed in other subjects to introduce different cultures.
41. Pupils with additional special educational needs have individual programmes written for them which are planned in detail and closely monitored. These are particularly good at Frenchay. All pupils have individual education plans. Targets at Hounds Road are not always specific enough or measurable and the targets are not pinpointed in the reviews. There are effective strategies for teaching the basic skills of literacy and numeracy. Sometimes these are taught in small groups or individually. There is a high level of support in small classes on both sites. Support staff make a valuable contribution to matching the curriculum to pupils' aptitudes and interests.

HOW WELL DOES THE UNIT CARE FOR ITS PUPILS?

42. The unit has very effective procedures in place to ensure the health, safety, care and protection of its pupils. Nominated members of staff co-ordinate the necessary arrangements and there are good links with most outside agencies. The school development plan gives clear commitment to raising standards, particularly in relation to attendance, attitudes, behaviour and academic achievement. Emphasis is given ensuring pupils are prepared for external tests and accreditation, where appropriate.
43. There are good arrangements in place to promote very good behaviour and there are no incidents of bullying recorded. There are very effective procedures in place to promote good attendance, which include daily monitoring by staff and all absences are followed up very quickly. The educational welfare service is used appropriately.
44. The unit uses information technology effectively to monitor a pupil's personal development and academic performance. Staff know individual pupils very well and offer them very good support in and outside lessons. This is supplemented by the effective use of informative "clients' books". These are a form of very detailed records of pupils' work, behaviour and any incidents taking place.

HOW WELL DOES THE UNIT WORK IN PARTNERSHIP WITH PARENTS?

45. Parents view the unit very favourably and are supportive of what is trying to be achieved. The questionnaire and the formal meeting raised no significant minor issues. Parents spoken to during inspection week highlighted the positive progress their child had made, particularly with regards to behaviour and attendance.
46. The quality of information provided for parents is satisfactory overall,. The informal, but regular contact made by staff on the telephone is appreciated by parents. There are opportunities to meet with the teachers in charge. Regular termly meeting are held in both centres. The management committee has recognised there is no representation of parents on the management committee and as a step to further improve liaison, parental representation is being sought.
47. Links with parents through the use of home-school agreements, makes a sound contribution to the pupils' learning both at home and the unit, but is an area identified by the unit as being in need of further development.
48. The effectiveness of the unit's links with its parents is satisfactory overall.

HOW WELL IS THE UNIT LED AND MANAGED?

49. The Local Education Authority (LEA) has published its policy for the Central Teaching Service and the Cotswold Pupil Referral Unit (PRU) as required by Circular 11/94, this clearly sets out the aims and principals for the service. These appropriately reflect the requirements of the 1993 Education Act section 298, updated in the Education Act 1997, section 47.
50. In setting up the PRU the LEA underlined its intention to provide pupils with equality of opportunity and the right to a suitable curriculum. The pupils in the unit retain their right to return full time to mainstream school. The unit has realistic aims for its pupils, one of which is to return pupils into main stream school where appropriate. This was successfully achieved last year. Six pupils returned, and at present there are a further six pupils working towards returning.
51. The Head of South Gloucestershire Central Teaching Service gives direction to the work of the pupil referral unit through regular meetings and visits to the units. Clear line management has been established. There are appropriate procedures for assessing and monitoring progress and the efficient placement of pupils in mainstream, college or employment.
52. The good leadership and management of the unit, on both sites, is successful in establishing a very good ethos which promotes very positive attitudes, very good standards of behaviour and very good standards of teaching, which enhances the good progress pupils make. The unit has a clear role within the local education authority and they share a common view with respect to the importance of providing appropriate academic experiences for pupils.
53. A management committee has been formed to oversee policies and practice within the PRU. This is made up of a wide representation of primary and secondary headteachers, Youth Service, Children's Service, Governors' Forum, Learning Partnership West, medical representatives such as a doctor, psychiatrist and paediatrician, and representatives from the Central Teaching Service, and the LEA: a well-balanced committee with good knowledge of working with young people with behavioural and emotional difficulties. In the short time since they formed, the committee has met twice. It has not yet reported back to the LEA on the pupils' progress and their discharge. This has been acknowledged and the committee has plans to do so.

54. The unit's one-year development plan sets appropriate targets and tasks. It names responsible people, gives timings, establishes success criteria and current positions. However, it does not contain costings. The unit does not have sufficient financial information on which it can securely base its forecasts. Arrangements for ranking and costing initiatives and for monitoring and evaluating developments, including impacts on standards are not yet sufficiently developed.
55. There is a clear commitment to raising standards, particularly in relation to attendance, attitudes, behaviour and academic achievement. The practice of preparing pupils for external tests and accreditation, where appropriate, is seen as a spur to achievement. Pupils like coming to the PRU and are conscious of making progress and are proud of their work and achieving units of accreditation and external examinations.
56. The staff are the strength of the PRU. There are sufficient teachers with appropriate qualifications and experience of working with pupils with emotional and behavioural difficulties to meet the demands of the curriculum offered and the needs of individual pupils. The classroom support assistants are excellent. They are extremely hard working, prepare work effectively, and relate very well with the pupils. The teamwork between teachers, and teachers and support staff is very good and positively enhances the progress pupils make.
57. Staff are appraised under the South Gloucestershire Personal Development Performance Review procedures. This works well and is helpful in determining professional and personal development linked to the action plan of the PRU.
58. Overall accommodation is poor. Toilet provision on the Frenchay site comprises one toilet used by male and female pupils, and all staff. On the Hounds Road site, there are two toilets, shared by gender; one for female pupils and staff, and one for male pupils and staff. There is a lack of disabled toilet provision on both sites. These serious deficiencies in the provision of toilet and hygiene areas lead to pupils and staff not having their entitlement to privacy and dignity. Storage facilities on both sites are poor, and safe storage for materials on the Frenchay site is required. The main teaching area at Frenchay is too small for the number of pupils. There is no satisfactory outside recreation area for pupils on either site.
59. Learning resources are unsatisfactory. The information technology resources at Frenchay are unsatisfactory. There is a lack of both hardware and software. Resources for design and technology and art on both sites are unsatisfactory. There are insufficient materials in both subjects. Resources and accommodation for science on both sites are unsatisfactory. There are insufficient resources and no science room or science area in which to carry out experiments. The lack of these resources has a negative impact on the standards achieved by pupils in these subjects.
60. The accommodation and resources the unit has are used very effectively. Homework is used particularly effectively and literacy skills permeate the curriculum.

WHAT SHOULD THE UNIT DO TO IMPROVE FURTHER?

61. In order to improve the standards of work and quality of education provided:

- The management committee should report the progress of the PRU to the LEA. *(paragraph 72)*
- The LEA should adopt a procedure under which the PRU can determine its finances thus allowing more control and accuracy in formulating its development plan. *(paragraph 73)*

62. The headteacher assisted by the management committee should:

- Increase the amount of taught time for Key Stage 3 pupils, particularly for science, art and information technology. *(paragraphs 32, 38, 48, 51, 55 and 56)*
- Upgrade the accommodation and resources for science, design and technology, art and information technology and ensure they are taught across the PRU. *(paragraph 78)*
- Enhance the opportunities for the spiritual and cultural, particularly multi-cultural, development of pupils. *(paragraph 59)*
- Address deficiencies in the provision of toilets for pupils, including disabled provision, storage space for materials and teaching space for pupils, and address the lack of outside recreational areas for pupils. *(paragraph 77)*

63. PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	41
Number of discussions with staff, governors, other adults and pupils	40

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	56	37	7	0	0	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	60

Special educational needs

	No. of pupils
Number of pupils with statements of special educational needs	8
Number of pupils on the unit's special educational needs register	60

English as an additional language

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

Attendance

Authorised absence

	%
Unit data	12

Unauthorised absence

	%
Unit data	16

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	60
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	60	
Other minority ethnic groups		

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

Teachers and classes

Financial information: The PRU does not manage a discrete budget. This information has been provided by an LEA finance officer.

Qualified teachers and classes: Y7 – Y11

Total number of qualified teachers (FTE)	6.5
Number of pupils per qualified teacher	4.6

FTE means full-time equivalent.

Financial year (7/12 of a year)	1998/99
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Education support staff: Y7 – Y11

Total number of education support staff	3
Total aggregate hours worked per week	111 hrs

	£
Total income 7/12 of a year	131490
Total expenditure 7/12 of a year	131490
Expenditure per pupil: £4383 FT= £7514	7514
Balance brought forward from previous year	0
Balance carried forward to next year	0

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	60
Number of questionnaires returned	33

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	49	46	0	0	3
My child is making good progress in school.	60	34	0	3	0
Behaviour in the school is good.	63	23	0	0	6
My child gets the right amount of work to do at home.	34	34	14	6	6
The teaching is good.	63	34	0	0	3
I am kept well informed about how my child is getting on.	49	34	11	3	3
I would feel comfortable about approaching the school with questions or a problem.	80	17	0	3	0
The school expects my child to work hard and achieve his or her best.	71	26	3	0	0
The school works closely with parents.	40	46	11	3	0
The school is well led and managed.	57	31	0	0	11
The school is helping my child become mature and responsible.	54	34	3	3	0
The school provides an interesting range of activities outside lessons.	23	46	6	6	11

Other issues raised by parents

64. Parents appreciate the opportunity given to their children to attend the unit, and the access it gives them to education. Parents congratulate staff on their positive attitudes and acknowledge the improvement in their children's attitudes, behaviour and attendance since attending the unit.