

INSPECTION REPORT

SCHOOLGIRL MUMS' UNIT

Kingston upon Hull

LEA area: Kingston upon Hull

Unique reference number: 117707

Headteacher: Julie .C.Stamper

Reporting inspector: Noreen Buckingham
16722

Dates of inspection: 20th – 23rd March 2000

Inspection number: 215508

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INFORMATION ABOUT THE UNIT

Type of school:	Schoolgirl Mums' Unit
School category:	Pupil Referral Unit
Age range of pupils:	13 - 17
Gender of pupils:	Girls
Unit address:	The Avenues Centre Park Avenue Kingston upon Hull
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Appropriate authority:	Kingston upon Hull LEA
Name of responsible officer:	Colin Herrick
Date of previous inspection:	8 th - 10 th . December1997

INFORMATION ABOUT THE INSPECTION TEAM

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Noreen Buckingham	Registered inspector	English Life Skills Child Development	What sort of school is it? How high are standards? How well is the school led and managed? What should the school do to improve?
Denise Shields	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?
John Atkinson	Team inspector	Mathematics Science ICT Art	How well are pupils' taught? How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE UNIT

The Schoolgirl Mums' Unit is situated in the western area of Kingston upon Hull and is the only unit for schoolgirl mums in the city currently having 25 girls on roll. Girls can be admitted when they are 12 weeks pregnant and stay at the unit until they are of school leaving age. All pupils are dual registered and have the option of returning to mainstream school. They are all within Years 10 and 11. The unit is accommodated within the Avenues Centre which is an Adult Community College.

Approximately 40 percent of pupils are eligible for free school meals and two pupils have Statements of Special Educational Needs. One pupil is from a multi-ethnic background. Pupils' attainment on entry is usually below national expectations and attendance has been generally poor. However as attendance improves pupils achieve well. All pupils are expected to gain some forms of external accreditation.

The unit is open for four days each week and pupils are expected to attend. Separate crèche facilities are available nearby for the babies and pupils look after their babies for part of the lunchtime.

HOW GOOD THE UNIT IS

Overall this is a good unit for these pupils providing very good support and guidance and a very relevant curriculum which prepares them well for life outside the unit. The quality of teaching is good overall and although standards on entry are low, pupils work hard and achieve well by the time they leave. It is well led and managed by a very experienced and committed head. Pupils' behaviour within the unit is very good and they have positive attitudes towards their work. Taking into account the improved attendance, the good teaching and learning and how well pupils achieve by the time they leave, the unit provides good value for money.

What the unit does well

- Teaching overall is good and supports pupils' learning very well.
- Pupils have a renewed enthusiasm for learning and consequently attendance improves, resulting in positive attitudes to work.
- Leadership and management are good and the head provides a very clear educational direction for the work of the unit.
- Teachers manage pupil behaviour very well through the high quality caring relationships they have with them.
- The unit provides a broad and very relevant curriculum with an appropriately strong emphasis on personal, social and health education.
- The unit is very good in developing the pupils' sense of right and wrong and their ability to work collaboratively, which develops their independence and sense of personal responsibility.
- It provides very good personal support for the pupils and has very effective procedures for improving attendance and achieving very good behaviour.
- The unit makes good use of teachers' subject knowledge to improve the quality of learning.
- The unit provides good careers advice and, wherever possible, vocational opportunities are made available.

What could be improved

- Accommodation to increase curriculum opportunities particularly in science, food technology, ICT and physical activities, areas for eating lunch and supervising babies during lunch time and improved toilet facilities.
- Formulate a policy for the induction of new staff.
- Evaluate the impact of teaching and the curriculum on pupils' progress by adopting more rigorous assessment procedures.
- The SDP now needs to be fully costed taking into account the increased financial responsibilities of the head of the unit.

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

The unit was last inspected in December 1997. Since then the unit has ensured that the curriculum policy statements are a thorough reflection of the curriculum that is taught. The use of Circle Time and linking the child development course to the care of their own babies has increased the opportunities for pupils' spiritual development. Procedures for referral and admission to the unit are now explicitly stated and all criteria are fully met. The unit now has regular monitoring visits from a named LEA adviser who provides written feedback and guidance. As a consequence of this the unit is more aware of its strengths and weaknesses and is better able to prepare its priorities in the annual development plan. The LEA has recently changed the overall responsibilities of the unit and has identified the budget over which the head has full control. Good support from the LEA finance officer is available. Parents are now better informed of pupils' progress and have increased opportunities to visit the unit. The unit is well placed to continue its planned improvements and provides good value for money.

STANDARDS

The table summarises inspectors' judgements about how well the 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	B	satisfactory C
personal, social and health education	A	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 good progress in English and mathematics with many pupils achieving external accreditation and a small number of pupils being entered for GCSE. For science, the pupils follow the AEB basic course in health, hygiene and safety and make good progress. Pupils make very good progress in their personal and social education. They achieve good standards in information technology. Taking into account the low standards of attainment on entry to the unit the pupils are making very good overall progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the unit	Pupils' attitudes to the unit are very good. They enjoy the activities offered, concentrate well and work hard.
Behaviour, in and out of classrooms	Behaviour is very good. Pupils respond well to the support and guidance by all staff which is based on the clearly defined code of conduct which is understood and accepted by all pupils.
Personal development and relationships	Pupils make excellent progress in their personal development and relationships with adults and between pupils are very good.
Attendance	Attendance overall is satisfactory. However since admission to the unit individual pupils have significantly improved their attendance.

The very good relationships between adults and pupils lead to very positive attitudes towards learning and very good behaviour. This is a significant strength of the unit.

TEACHING AND LEARNING

Teaching of pupils:	
Lessons seen overall	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 is good. It was satisfactory or better in all lessons seen. It was good in three-quarters of lessons. Teachers have good subject knowledge, plan their lessons effectively and are very successful in motivating pupils. All the teaching emphasises the importance of literacy and numeracy and, as a result, pupils show increasing confidence in the application of these skills.

OTHER ASPECTS OF THE UNIT

Aspect	Comment
The quality and range of the curriculum	Overall the unit provides a good range of opportunities for pupils to learn and to make progress. A particular strength is the relevance of the curriculum to the circumstances of the pupils.
Provision for pupils with special educational needs	Provision for these pupils is good. Additional support is available in line with their individual needs.

Provision for pupils' personal, including spiritual, moral, social and cultural, development	Provision for pupils' moral and social development is very good. The unit is very good in ensuring pupils know right from wrong and that they take personal responsibilities in a serious and mature manner. Provision for cultural and spiritual development is satisfactory.
How well the unit cares for its pupils	The unit is very caring and guides and supports the pupils well and monitors their academic and personal development well. The unit provides appropriate facilities for the babies during the day.

The unit works very well with parents and keeps them well informed about how pupils are progressing. Parents receive home visits prior to admission and the unit remains in regular contact with parents regarding the pupils' personal development. The unit makes very good provision for moral and social development and enables pupils to have a very good understanding of their roles as parents and citizens.

HOW WELL THE UNIT IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The head provides effective and very positive leadership for the unit. The high quality of the teamwork ensures that the work of the unit is well targeted to meeting the needs of the pupils.
How well the management committee fulfils its responsibilities	Currently the unit does not have a management committee but is well supported by officers from the LEA. The LEA carries out its responsibilities effectively.
The unit's evaluation of its performance	The unit has a good development plan setting out appropriate targets and the annual report gives an overall view of its work. The monitoring by the LEA enables the unit to be aware of what it does well and where it needs to make improvements.
The strategic use of resources	The unit uses all full and part time staff well to meet the needs of the pupils. The accommodation is unsatisfactory which restricts the curriculum.

The unit is very well led and managed with the head and staff providing a strong and supportive environment for pupils to flourish and regain their enthusiasm for learning. The unit actively seeks the best value for the services it uses. Good use of part time staff ensures that there are sufficient teachers to meet the demands of the curriculum. The accommodation is unsatisfactory and is restricting the curriculum that is taught. The quality of learning resources is good.

PARENTS' AND CARERS' VIEWS OF THE UNIT

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Improved attendance and attitudes to the unit.• The teaching is good.• The pupils work hard and like coming to the unit.• Improved standard of work.	<ul style="list-style-type: none">• An increased range of activities outside lessons.

The inspectors fully support all the positive comments made by the parents but the improvements that parents would like are very difficult for the unit to provide given the restrictions of transport and the personal circumstances of the pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The unit's results and achievements.

1. Although attainment in English is below national expectations when pupils are admitted to the unit, generally because of poor attendance at their previous school, all pupils are expected to gain some form of externally accredited certificate. As a result of much improved attendance and attitudes to work, many pupils are successful in gaining a grade for GCSE and/or for NEAB Unit Award Scheme. Pupils make very good progress in all aspects of English.
2. Most pupils use language appropriately in the correct context but some have a limited understanding of the more complex vocabulary necessary to analyse texts needed for GCSE coursework. However, with perseverance, hard work and good teaching they make good headway. Their language skills are used well across the curriculum and they can voice their opinions about a range of issues and topics with confidence and a good degree of maturity. Pupils read confidently and show a good understanding of the texts that are studied. They read a good range of texts and show an increasing enjoyment of and interest in reading.
3. Pupils are able to write for a number of purposes and handwriting is legible and clear. They complete written assignments for their coursework and have opportunities to revise grammar so that their work can be improved. Pupils are given encouragement to organise their work and improve presentation. Higher attaining pupils can write at length and present well organised pieces of writing.
4. Pupils studying for GCSE examinations show an appropriate depth of knowledge of plot and character in Macbeth, they gain good insights into texts and with good support from the teacher develop their analytical skills well, especially when discussing a poem, "Before you were mine" by Carol A. Duffy. Their interpretation and understanding of this poem improves considerably during the lesson. Scrutiny of work shows that all pupils are making good progress with their coursework texts.
5. In mathematics attainment is below the national expectation. However pupils are making very good progress. All pupils are following GCSE mathematics with the majority of pupils working at foundation level whilst a small number of pupils are achieving at intermediate level. This represents good progress in relation to their prior attainments. Pupils are secure in their use and application of basic rules of number. Their mental mathematical skills are satisfactory and improving through regular practice. Pupils are able to express fractions as percentages and show a good understanding of basic algebra. Pupils know how to work out the mean, median and mode of a series of numbers. They are making good progress in data handling and apply these skills thoughtfully when conducting mathematical investigations for their accredited course.
6. Pupils have sound access to information technology although the accommodation is cramped and restricts the opportunities that pupils have and their attainment. Standards of attainment are below the national expectations but pupils make good progress. A small number of pupils are achieving in line with the national expectation. Pupils are confident in their use of computers and have satisfactory key-board skills.

They word process text with accuracy and are able to use a spreadsheet to perform a number of calculations. Pupils are beginning to make effective use of the internet; for example, they obtained valuable reference material for their course work in child development. Pupils have used a digital camera and a video camera when working with a community based group. The majority of pupils are following CLAIT courses which enable them to attain competency certificates in information technology skills such as word processing and spreadsheets.

7. Within the child development programme pupils have very relevant knowledge and understanding about a number of aspects of child development. They study the social, physical, emotional and intellectual development of young children and produce appropriate child studies. This leads to Units of Accreditation for the Care of the New-born and some pupils have already been successful and are working towards the next unit. This work is well presented showing evidence of research skills. Pupils identify the importance of playing, speaking, sharing and of being happy and content. Completion of the sentence, "play helps children to" resulted in some mature responses. Most can relate their findings to their own daily experiences with their babies. Unfortunately they have no opportunities during the day to share and demonstrate what they have learned.
8. The life skills programme, leading to an externally accredited certificate, gives pupils clear opportunities to learn about issues which are of importance to their future life, such as career choices. Within the programme they discuss issues of equal opportunities, individual rights and health and safety. They are good at resolving potential conflicts and identifying hazards in the work place. Working through issues enables them to realise responsibilities within the workplace and their role within it. The programme is complemented with work experiences that make the content of the course more relevant and understandable.

Pupils' attitudes, values and personal development

9. Pupils' behaviour, personal development and relationships are very good and their attitudes to learning are good overall. This is in line with the findings from the previous inspection.
10. Pupils generally start at the unit with negative attitudes to their education. They make good progress and become positive about their attitudes to work and their future. They are usually keen to catch up with their work after a period of absence. In the main they have high levels of concentration, work hard and take pride in their work. For example during an English lesson when Shakespeare's Macbeth was being studied, pupils showed high levels of interest and concentration and an enthusiasm for the subject. However, there are occasions when pupils become distracted and lose concentration. For example, during a mathematics lesson a minority of pupils began to lose interest in their work. However, the teacher reminded them of the unit's code of conduct and they quickly came back to the task in hand.
11. Behaviour is very good and is underpinned by a very clear code of conduct and the supportive ethos of the unit. Pupils are courteous towards each other, teachers, other members of staff and visitors. No incidents of bullying, either verbal or physical, were observed, nor have any been recorded previously. Parents were appreciative of the standards of behaviour achieved. Relationships between pupils and staff, and amongst pupils, are very good. Pupils say they feel valued by staff and respected as individuals.

12. Pupils take responsibility for their work and learn to make informed choices, for example they consider the risks associated with the purchase of items of baby equipment and clothes. They listen to the views of others, support each other, gain in self-confidence and as a result make friends. Responsibility for caring for their babies, together with the very relevant child development course, makes a significant contribution to their personal development. Pupils are expected to show initiative but the constraints of the accommodation limits the opportunities that can be made available. The peer education programme where pupils talk to mainstream pupils about their experiences contributes to raising self-esteem. Parents say that the unit is helping their children to become more mature and responsible.
13. Most pupils enter the unit with poor attendance records but quickly make very good progress. Pupils and parents say that the calm and supportive ethos of the unit encourages pupils to attend. As a result of their improved attendance pupils are able to complete examination courses which prepare them for their lives beyond the unit. Overall attendance rates are satisfactory. The vast majority of absence is due to medical reasons associated with their pregnancy.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

14. Overall teaching is good and the high standards identified in the previous inspection have been maintained although the teaching staff has changed significantly. A particular strength is the manner in which teachers motivate pupils to improve their attainments, develop their interests and take pride in their achievements. This is considerable progress as many pupils have previously lacked interest in school and had poor attendance records. Teaching is satisfactory or better in 100 per cent of lessons and is good in seventy-five per cent of lessons. The unit teaches literacy and numeracy well and takes very good advantage of the opportunities for teaching basic skills through life skills and information technology.
15. Teaching in English is good. The teachers have good subject knowledge, know individual pupils very well and motivate them through the use of a relevant and challenging accredited course of study. Teachers support the pupils well through the use of praise and encouragement and these leads to the pupils sustaining good levels of concentration and persevering when facing difficulties. Teachers have high expectations and set challenging tasks that inspire pupils to show renewed interest in both literature and basic communication skills. For example, pupils enjoyed reading Macbeth and could voice thoughtful opinions about individual characters in response to the skilful questioning of the teachers. Work is marked satisfactorily, targets are set and teachers expect good standards of presentation. This leads to pupils completing the written work that is required to achieve accreditation. The impact of the teaching is that pupils are motivated to sustain their commitment to the examination course and make very good progress and reading and writing.
16. Teaching of mathematics is good. The unit makes effective use of a part-time teacher who has good subject knowledge and teachers pupils to GCSE standard. Teachers have high expectations of behaviour, standards of presentation and the efforts required of pupils. Lessons are planned effectively to ensure that pupils have appropriate opportunities to learn new skills, consolidate basic numeracy skills and apply those skills in meaningful situations; for example the focus for a mathematics investigation was an analysis of physical characteristics of the babies in the unit. The relationship between teachers and pupils is good and this encourages pupils to seek advice and support in areas of mathematics where they experience difficulties. Consequently teachers work very effectively with individual pupils to raise their levels

of numeracy enabling pupils to be more confident in such practical situation such as budgeting and shopping.

17. Science is taught well through the AEB accredited course of health, hygiene and safety. Teachers have good subject knowledge, are very enthusiastic in their approaches and capture the pupils' interests and attention through the use of interesting course material and resources. The skilful questioning by teachers leads to pupils taking an active part in discussions and extending their knowledge areas that are especially relevant to their particular circumstances. For example, teachers develop the pupils' understanding of the functions of vitamin C and D, iron and calcium in relation to the upbringing of young children.
18. Teaching in child development and life skills is good. The teachers have good subject knowledge and make very good use of the careers service to prepare pupils for the next stage of their education. The teachers are particularly effective in teaching the pupils the importance of taking their responsibilities as parents seriously. Lessons are thoroughly planned with specific aims, outcomes and structure and taught at a brisk pace. This leads to a purposeful ethos that enables pupils to focus clearly on the content of the lesson and contribute in a mature manner.
19. The unit makes very effective use of a part-time instructor to teach information technology. The teaching is well prepared, makes good use of the resources and reflects high expectations of standards of achievement, behaviour and concentration. The very good relationships that are established and the supportive atmosphere in which the teaching takes place leads to the pupils achieving good technical skills and increasing confidence in the use and application of software programs, including spread sheets. Pupils are encouraged to use the recently acquired Internet facilities for research in the other subjects they are studying to examination level.
20. A small number of pupils are taught GCSE art. The teaching is good and individuals are well supported and guided. The expectations are high, resources are satisfactory and considerable attention is given to the development of skills and new techniques.
21. The good teaching has a very beneficial impact on the pupils' learning. Pupils are keen to complete work to examination level and have raised their aspirations for taking further study after the age of sixteen. For example many pupils spoke confidently of the course that they had applied for at colleges of future education and showed their determination to achieve the entry demands for such courses. The significant overall effects of the good teaching are that pupils have positive attitudes to learning and are confident, assertive and mature in their approach to the challenges that face them.

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

22. Since the last inspection the unit has improved its provision by developing a very clear rationale for its curriculum provision and increasing the opportunities for promoting pupils' spiritual development. However the accommodation is still restricting the opportunities for physical activities and there are no specialist teaching spaces for science or food technology.
23. The unit provides a broad and very relevant curriculum which meets the particular circumstances of its pupils appropriately and prepares them well, where appropriate, for the next stage of their education and the personal challenges that they are likely to encounter. The curriculum reflects the Local Education Authority requirements in

providing alternative education for Key Stage 4 pupils who are completing their statutory education. The provision is enhanced by the effective contribution of subjects to the development of pupils' literacy and numeracy skills. As a result, achievement in English and mathematics is good in relation to their prior attainments in the areas of speaking and listening, reading, writing and number. The curriculum admirably reflects the unit's aims and values and makes a significant contribution to pupils' intellectual and social development. It is well matched to pupils' abilities and places a very strong emphasis upon their personal, academic and guidance needs.

24. In addition to offering the core subjects of English, mathematics and science, the pupils study child development, food technology, information technology, life skills, including personal and social education and careers education. Art is taught to GCSE standard to a small number of pupils. All courses are accredited and the science course is specifically designed to cover health, hygiene and safety.
25. Pupils engage in a good range of activities that develop their interests and meet their particular circumstances. They are given many opportunities to work independently and are also required to assist in and around the school with designated roles and responsibilities. The unit does not offer a range of extra-curricular activities because the pupils' circumstances make it inappropriate. All pupils are fully prepared for the next stage of their education and links with colleges and the careers service are very good. Pupils have opportunities for work experience placements that are regarded as very valuable by both pupils and their parents for the insights that they provide and the discipline that they instil.
26. Both the organisation and curriculum of the unit promote equality of access and opportunity for all pupils. The school's policy for special educational needs embraces the principles and practices of the Code of Practice and there are thorough arrangements for meeting the specific needs of those pupils with special educational needs. There are good links with support services, reviews are held regularly and parents and pupils are kept informed of progress.
27. The very good level of pupils' personal development is reflected in their ability to work independently with minimal supervision and in their mature and confident demeanour. For example pupils in Year 11 have good speaking skills and can assertively express their views about issues, such as equal opportunities in the work place. They have respect for other people's opinions, values and beliefs, give credit to the achievement of others and encourage each other to do well. They undertake independent research linked to their topics in child development. They treat the school environment with respect. This is shown in the way that pupils keep the school litter and graffiti free.
28. The unit's provision for the personal, moral and social development of its pupils is very good and is satisfactory for spiritual and cultural development. The provision makes a significant contribution to promoting the stated aims of the school. Pupils receive many opportunities that lead them to become sensitive and considerate young people with a good understanding and awareness of their roles as parents and citizens. The unit provides a very good ethos, maintains a happy and supportive learning environment and is successful in equipping pupils for their roles as parents and responsible citizens.
29. The provision for pupils' spiritual development is satisfactory and has improved since the last inspection. It is promoted through the carefully planned weekly circle time where pupils reflect on their attitudes and behaviour and openly discuss any of their concerns or feelings. Pupils are encouraged to consider how and why attitudes are developed. The unit enables them to appreciate the importance of creating

opportunities for young children to play and develop an awareness of their surrounding. The unit's behaviour policy is making very good provision for pupils' moral development. It encourages respect, consideration and tolerance and is rooted in and supported by the excellent quality of the relationships between adults and pupils. The staff provide very good role models. They consistently place a strong emphasis on personal responsibilities and take advantage of the opportunities to make pupils aware of the differences between right and wrong. Pupils are involved in the making of unit rules and clearly follow them by demonstrating very good standards of personal behaviour, honesty and courtesy. A major outcome of this is that pupils have a heightened sense of fairness and justice and discuss differences of opinion in a refreshingly open and sensitive manner.

30. The provision for pupils' social development is very good. Teachers' curriculum planning provides many opportunities for pupils to work collaboratively and co-operatively and develop independent research skills. The unit is very successful in reviving pupils' enthusiasm for school and widening their personal interests. The unit's ethos encourages pupils to take positions of responsibility and promotes their independence. Pupils are encouraged to be sensitive and responsive to the needs of others and demonstrate this when feeding and looking after their babies over the lunch break. The unit is a very caring community where all pupils are valued and their self-esteem is high.
31. The unit's provision for pupils' cultural development is satisfactory. In English pupils study a good range of literature and appreciate the work of a number of poets. They are unfortunately restricted from making visits to places of cultural interest by the demands that are placed upon them in caring for their babies at break times.

HOW WELL DOES THE UNIT CARE FOR ITS PUPILS?

32. The care and welfare of pupils is good. The support, particularly in respect of pupils' personal guidance is strength of the unit. Standards of care and support have been maintained since the previous inspection.
33. The unit promotes an ethos of mutual support and encouragement. A calm and secure environment has been created which pupils value. Staff know pupils well and act very quickly to support them when a crisis occurs. There is a high degree of good quality involvement provided by health professionals, social services and other agencies which ensures that pupils have ready access to the specialist help they may need.
34. Overall there are good procedures for child protection and for ensuring pupils' welfare. There is a designated staff member responsible for child protection and training is up-to-date. Although there is no formal child protection policy, teachers and members of the crèche staff are careful to ensure that the area child protection guidelines are followed. The medical needs of pupils are well catered for and members of staff have first aid training. There is an appropriate health and safety policy that is relevant to the needs and size of the unit. However, although regular health and safety tours and risk assessments are carried out, these are not formally recorded. A number of health and safety concerns were brought to the attention of the teacher in charge, in particular the restricted space available at lunchtime when both pupils and their babies are together in the unit.
35. There is a clear code of conduct that underpins the work and ethos of the unit. Within the behaviour and anti-bullying policy there is a strong emphasis upon mutual support

and respect. Pupils appreciate and understand the code of conduct. The unit is successful in promoting acceptable behaviour and procedures are very good.

36. The administration staff effectively monitor attendance on a day-to-day basis and telephone parents and carers if pupils do not arrive at the unit. There are very good procedures in place to track the individual attendance patterns of pupils. Good support is received from the educational welfare officer (EWO) who is actively involved in following up issues when pupils do not arrive.
37. Procedures to monitor and support pupils' personal development are good. The head teacher leads by example and all staff provide good role models and give high priority to raising pupils' self esteem and confidence. Parents feel that pupil's personal development and interpersonal skills are given high priority and appreciate this. Circle time provides pupils with opportunities to share, discuss and evaluate their personal feelings. They value this time and feel well supported by the teachers and their peers. The personal and social education programme is successful in promoting self-confidence and raising self-esteem. Pupils have the opportunity, in regular written reports, to evaluate their progress. There is clear evidence that once they have settled into the unit they gain in confidence, enjoy their work and are proud of their achievements. Achievable personal development targets are set and recorded in pupils' files. These files are presently underdeveloped but have the potential to effectively track, over time, an individual's development.
38. While there are many strengths to the unit's procedures for assessing and monitoring the pupils' pastoral and personal needs, there are weaknesses in assessing and monitoring the pupils' academic progress. The school completes a baseline assessment when pupils enter the unit and the newly appointed teacher has recently introduced standardised testing procedures. However, the unit does assess pupils' progress often enough nor does it keep sufficiently detailed records of what pupils can do. As a result, planning is not sufficiently well informed by the use of assessments and the impact of teaching and the curriculum is not monitored. The unit is aware of the need to improve the marking of pupils' work.

HOW WELL DOES THE UNIT WORK IN PARTNERSHIP WITH PARENTS?

39. Parents are very supportive of the work of the unit. They feel teachers work closely with them and are happy to contact the unit if they have concerns about their children. Since the previous inspection there has been an improvement in the information provided and the initiatives to involve parents in the work of the unit.
40. All parents receive a home visit before their children enter the unit and this helps to establish the good relationships that exist. The majority of parents work with teachers to help improve the attendance of pupils. When homework is set, and where parents are able, they support this activity. Regular contact is maintained, usually by telephone and often daily, and parents appreciate this. Open days are held and parents are encouraged to visit; unfortunately very few do so.
41. There are regular good quality reports giving details of pupils' progress, which parents value. These are relevant to the courses pupils are taking. During the initial home visit, the work, expectation and aims of the unit are outlined but there is no formal brochure available for parents which outlines the unit's work.

HOW WELL IS THE UNIT LED AND MANAGED?

42. The unit benefits from having a very committed head who has a clear educational vision for the future development of the unit. She is very experienced and understands the needs of the pupils very well and shows a determination to ensure that they make the most of their time in the unit. Pupils know that they have her support and this has a very positive impact on the ethos within the unit, the achievement of the pupils and the progress they make, both academically and in their personal development. The strong teamwork and regular meetings with officers of the authority ensure that the work of the unit is being monitored appropriately and annual reports from the head gives a comprehensive overview of the unit's work. Since coming fully under the control of the LEA the unit has been given more control over its budget and the head can now plan ahead. The head is given good support from a finance officer of the local authority to ensure that the unit achieves the best value for the service that it uses. The day-to-day financial controls, procedures and administration of money are very good. There are comprehensive methods for accounting for monies collected, checking invoices and ensuring that unauthorised expenditure does not occur. These systems are very effectively managed by the administrative assistant in conjunction with the head teacher.
43. Since the unit previously had little control over the budget the school development plan was not costed. This is weakness and the unit now needs to ensure that all priorities in future plans are full costed. However targets, which are very relevant to moving the unit forward and improving the quality of education offered to pupils, were set and monitored by the head of the unit and officers of the LEA. Some of these targets were used to monitor the performance of the head of the unit.
44. Personal development and equality of opportunity are included in the aims of the unit and are reflected in its work. The code of conduct giving each pupil and member of staff the right to be respected and feel valued is strictly adhered to and does much to foster the good relationships which exist within the unit.
45. Significant changes in staffing have occurred since January resulting in three new staff. All have good subject knowledge and make a good contribution to the education of the pupils. However, formal induction procedures for new staff are not in place and this has slowed down their understanding of the policies and procedures in operation at the unit. As a result the planning and assessment of pupils' work has been restricted and pupils' progress has been hampered. Ongoing professional development of staff is organised by the head of the unit and appropriate courses are identified.
46. The current accommodation available to the unit is inadequate and is restricting curriculum opportunities for the pupils, for example, GCSE science, art and home economics. In addition, the facilities for eating are unsatisfactory in that a classroom is used and there is insufficient space for pupils to play and socialise with their babies at lunch times resulting in a number of health and safety issues. Personal hygiene facilities are sparse in that there is only one toilet for a potential 29 females in the building. The teaching accommodation is used well and staff work hard to make it an interesting learning environment. There are sufficient learning resources for the current curriculum and are easily accessible to pupils mainly because there is little appropriate storage. Information technology equipment is only sufficient for a quarter of the pupils but it is well used. The unit does not have a library and the pupils do not have many opportunities to read for pleasure because of the constraints of the curriculum. Resources are well organised and respected by the pupils.

WHAT SHOULD THE UNIT DO TO IMPROVE FURTHER?

The LEA and head of the unit should:

- (1) extend and improve the current accommodation in order to 1) provide increased curriculum opportunities particularly in science and ICT 2) provide a designated area for eating 3) supervise the feeding and social activities of the schoolgirl mums and their babies and 4) provide proper toilet facilities; (paragraphs 6, 22,34,46)
- (2) formulate an appropriate induction policy for new staff, including part-time staff, so that they are fully aware of all the policies and procedures currently in practice; (paragraph 45)
- (3) evaluate the impact of teaching and the curriculum on pupils' progress by adopting more rigorous assessment procedures upon admission and continue to assess on a systematic and regular basis; (paragraph 38)
- (4) ensure that all priorities identified in the annual school development plan are fully costed and achievable within the unit's overall budget. (paragraph 42)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	12
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
0	0	75	25	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	25

Special educational needs	No of pupils
Number of pupils with statements of special educational needs	2
Number of pupils on the unit's special educational needs register	2

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	30	Unit data	10

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

Attainment at the end of Key Stage 4

Number of 15 year olds on roll in January of the latest reporting year	Year	Boys	Girls	Total
	1999	N/A	10	10

GCSE results		5 or more grades A* to C	5 or more grades A*-G	1 or more grades A*-G
Numbers of pupils achieving the standard specified	Boys	N/A	N/A	N/A
	Girls	0	1	8
	Total	0	1	8
Percentage of pupils achieving the standard specified	School	0	10	8
	National	N/A	N/A	N/A

Percentages in brackets refer to the year before the latest reporting year.

GCSE results		GCSE point score
Average point score per pupil	School	N/A
	National	N/A

Figures in brackets refer to the year before the latest reporting year.

Vocational qualifications	Number	% success rate
Number studying for approved vocational qualifications or units and the percentage of those pupils who achieved all those they studied	School	N/A
	National	N/A

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	0
Any other minority ethnic group	0

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

Teachers and classes**Qualified teachers and classes: Y10 – Y11**

Total number of qualified teachers (FTE)	2.2
Number of pupils per qualified teacher	11

FTE means full-time equivalent.

Education support staff: Y10 – Y11

Total number of education support staff	0
Total aggregate hours worked per week	0

Financial information

Financial year	1999
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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

25

Number of questionnaires returned

8

Summary of parents and carers' responses

Most parents are pleased that their teenagers like coming to the unit and work hard while they are there. Parents noted a rise in the standards of pupils' work. Some parents wished for an increase in the range of activities outside lessons. The inspectors fully support all the positive comments made by the parents but the improvements that parents would like are very difficult for the unit to provide given the restrictions of transport and the personal circumstances of the pupils.