

INSPECTION REPORT

THE WYCOMBE GRANGE

PUPIL REFERRAL UNIT

High Wycombe

LEA area: Buckinghamshire

Unique reference number: 110205

Headteacher: Mr Peter Wild

Reporting inspector: Mr Tom Smith
21044

Dates of inspection: 9-12 October 2000

Inspection number: 223561

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

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INFORMATION ABOUT THE GRANGE

Type of school:	Secondary Support Centre
School category:	Pupil Referral Unit
Age range of pupils:	11-17 years
Gender of pupils:	Mixed
Unit address:	56 Amersham Hill High Wycombe Bucks
Postcode:	HP13 6PQ
Telephone number:	01494 445 815
Fax number:	01494 465 860
Appropriate authority:	The Local Education Authority
Name of responsible officer	Rosalind Vahey
Date of previous inspection:	24 th June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Tom Smith 21044	Registered inspector	English Physical education Art Religious education	What sort of a school is it? The school's results and achievements. How well are the pupils taught? How well is the school led and managed?
Elizabeth Halls 19557	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
Kathleen Cannon 27058	Team inspector	Science Information technology Geography Music Special educational needs	How good are the curricular and other opportunities offered to pupils?
Jim Phillips 16227	Team inspector	Mathematics Design and technology History Modern foreign language Equal opportunities	Pupils' attitudes, values and personal development.

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE GRANGE

The Wycombe Grange Pupil Referral Unit (PRU) offers a wide ranging support service to the schools within its catchment area in South Buckinghamshire. The overall provision is based on a flexible and individualised approach intended to meet the needs of pupils and support referring schools in their work. Currently the PRU serves the needs of 116 pupils. Boys outnumber girls by a ratio of nearly 3:1. On placement at The Grange all pupils are registered as having special needs. The majority of these are at stage 3 of the Code of Practice. At the time of the inspection nine pupils had full Statements of special educational need. Of these, four were singly registered at The Grange and five were also registered with other schools. The majority of pupils are of white European origin with other ethnic groups represented. None of the latter speak English as a second language. The needs of the pupils are wide and include behaviour support, specific learning difficulty, refusal to attend school or education while in long-term hospital care. On entry to the PRU pupils' attainment varies according to the individual, but in all cases poor or non-attendance at previous schools has adversely affected this. The emphasis of the work done by staff at the PRU is to re-integrate pupils to their mainstream school or, in the case of Year 11 pupils, to ensure that their next phase of education or training is secured through good academic and social achievement.

HOW GOOD THE UNIT IS

The Grange is a very good and successful referral unit that has continued to improve since it was last inspected. This success is built upon excellent, clear and purposeful leadership that is made effective by the experience and expertise of all staff. Teaching is of a good standard throughout and this accounts for the good progress made by pupils. The managing body provides excellent strategic direction for the work of The Grange and reinforces this with good monitoring practices that ensure standards continue to rise. When considering the high standards, the excellent management, good teaching and considerable effectiveness across the whole range of its work, The Grange provides very good value for money.

What The Unit does well

- Provides consistently good teaching that improves pupils' learning.
- Encourages very good attitudes in pupils that have a positive effect on their personal development.
- Improves attendance of pupils and enables them to complete their education.
- Enables pupils to make good relationships at a crucial period of their lives.
- Provides excellent careers and vocational opportunities.
- Builds very good relationship with its partner schools.
- Provides very good opportunities for pupils' social development.
- Continuously monitors pupils' personal and academic development.
- Sets clear development targets that raise standards throughout the school.
- Constructively criticises its own performance, so that improvement is constant.
- Deploys staff very efficiently and ensures the academic needs and personal development of pupils are fully met

What could be improved

- Placement of pupils with Statements of special educational need continue to be made. This is inappropriate and cannot fulfil their stated needs.
- Subject co-ordinators are unsure about the full implications of their role.
- The curriculum for pupils who are 11-14 years old.
- The detail contained in information for parents.

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 Grange was last inspected in June 1997. Significant improvements have been made in

the intervening time. These include accommodation, the extent and range of the curriculum, subject planning, monitoring of pupils' attendance, development planning relating to the whole of The Grange's work and very effective management. The Grange has improved well and all evidence suggests it will continue to do so.

STANDARDS

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

Progress in:	by age 16	Key	
English	B	very good	A
mathematics	B	good	B
science	B	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

Standards in the main subjects of English, mathematics and science are good. Similar standards are found across the range of the curriculum with a particular strength in information technology. Careers education is excellent.

Passes in GCSE examinations 1999

A*	A	B	C	D	E	F	G	U
1	6	12	19	15	10	8	0	1

Pupils have also achieved well in the following nationally accredited awards:

- Pre-GCSE certificates : 69 Distinction – 10 Merit – 6 Pass
- RSA Computer Literacy : 7 Pass
- AEB Awards in Literacy; Numeracy; Numeracy Skills; Communication. – 255 awards

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to The Grange	Very good. Pupils appreciate being on the roll of the Grange. Former pupils pay regular visits.
Behaviour, in and out of classrooms	Very good. Pupils fulfil the high expectations of staff and this contributes to a positive learning environment.
Personal development and relationships	Very good. Good friendships are formed and pupils are considerate of the feelings of others.
Attendance	Good. There is substantial improvement in the attendance of a significant number of pupils.

The atmosphere within The Grange is one of purposeful activity. The positive attitudes that pupils have to their work are an influential factor in the good standards they achieve. By Year

11 pupils have developed into mature young adults. Many of these go on to further education or vocational training.

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 throughout The Grange is good and represents a strong feature of the provision for pupils that result in good learning. All lessons seen were at least satisfactory and of these almost 70 per cent were good. All lessons challenged pupils to achieve their best and are planned so that pupils understand clearly what they have to learn. Teaching of English, mathematics and science is consistently good. Issues relating to personal, social and health education are well planned for and pupils benefit from these. Teaching of pupils with additional needs in literacy and numeracy are effective and these pupils make good progress. Overall, the work of The Grange satisfies the wide range of needs of its pupils that results in a sense of optimism for their future.

OTHER ASPECTS OF THE UNIT

Aspect	Comment
The quality and range of the curriculum	Good. The academic needs of older pupils are well provided for. Where a pupil has an aptitude for a particular subject, this too is provided. The curriculum for pupils aged 11-14 years is satisfactory.
Provision for pupils with special educational needs	Good. Pupils with particular learning needs are well provided for by good teaching. The needs of the few pupils with Statements of special educational need are not fully met.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. There are particular strengths in both social and moral development. The provision for the spiritual and cultural needs of pupils is satisfactory, but does not have as high a profile.
How well The Unit cares for its pupils	Very well. Pupils receive very good support and guidance that enables them to develop into mature young adults.

The Grange has a good relationship with parents who appreciate the work being done on behalf of their children. This relationship could be more effective if systems to provide more detailed information were put in place. The curriculum is good and fully meets statutory requirements. The teaching provision that supports it is sufficiently flexible to respond to individual needs and interests. This is a particular strength. The practice of accepting pupils at The Grange, who have Statements of special educational need, is unsatisfactory.

HOW WELL THE UNIT IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The head teacher leads The Grange with considerable expertise and vision. The senior management team is very effective in raising standards.
How well the managing body fulfils its responsibilities	Very good. They are very effective in planning the strategic development of The Grange. Through consistent and frequent monitoring of practice they ensure high standards are maintained.
The Unit's evaluation of its performance	Excellent. Procedures for monitoring all the activity of The Grange are effective. The philosophy of constant self-review is instrumental in maintaining these high standards.
The strategic use of resources	Excellent. The Grange makes very effective use of all human and material resources. The local authority provides good financial support for this.

The number and expertise of the staff is very good and they fulfil the expectations of them very well. The newly refurbished and extended accommodation has enabled better working conditions for pupils and staff that now result in high quality outcomes. Resources to support learning are good. The leadership and management of The Grange is highly competent and effective. There is a high quality of debate and challenge between senior management, local authority and managing body that results in the principles of best value being consistently applied. These are put into practice by the very good work of The Grange's bursar.

PARENTS' AND CARERS' VIEWS OF THE GRANGE

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children are back within a supportive system of education. • Their children enjoy being at The Grange. • The teaching is good and goes beyond the simple provision of knowledge. • The high standards expected of their children. • The opportunities for purposeful work experience and that these may lead to employment after their children have left The Grange. • The dedication of the staff. 	<ul style="list-style-type: none"> • A system through which they can become more aware of the work done at The Grange. This would lead to better knowledge of what their children learn.

The findings of the inspection team fully support the positive view expressed by parents. They judge The Grange to be deserving of the support it receives from them. At the pre-inspection meeting one parent felt the opportunities at The Grange are so good that she would "...like my daughter to attend full-time".

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

THE UNIT'S RESULTS AND ACHIEVEMENTS

1. On admission to The Grange the attainment of pupils is below that which could be expected of similar pupils. Invariably, pupils' attendance at their former school has been spasmodic or very poor and their education has suffered as a result.
2. As a result of good quality teaching, as well as having their individual needs addressed, pupils make good progress over time. While many do not, in fact, make up lost ground by the time they leave The Grange, they are as well prepared for adult life as circumstances will allow. Pupils make good progress within the core subjects of English, mathematics and science, despite a low starting point when they first attend. Pupils also have access to a wide range of learning that has resulted in successes, at General Certificate of Secondary Education (GCSE). In 1999, the pupils collectively accumulated 72 passes from a range of 19 subjects. Of these, 72 per cent were within the range of A-D. The core curriculum subjects of English, mathematics and science accounted for 48 per cent of the overall total. Pupils were also successful in other subjects, such as, German, office applications, and classical civilisations. In addition to formal academic subjects pupils also achieve well in vocational areas, such as car engineering. There is no significant difference in the progress made between boys and girls.
3. On arrival at The Grange many pupils have unsatisfactory or poor literacy skills. By the time they leave, when they are sixteen years old, pupils have developed a good range of speaking and listening skills. Within lessons pupils, particularly girls, converse very effectively and are aware that others may hold a different point of view to their own. These skills are used well when pupils discuss their own difficulties with staff. Lower attaining pupils also discuss competently, as seen in an exchange about the relative merits of topics as diverse as Star Trek and a work placement at Wycombe Wanderers Football Club. In writing, higher attaining pupils show a good understanding of the use of English in their critiques of novels and plays. All pupils make good progress in writing, both in content and style. Reading standards are good. Higher attaining pupils read a range of texts and when reading novels or stories use intonation and expression that indicate a good understanding of the language. Lower attaining pupils have satisfactory standards of reading. Within their reading all pupils show a level of understanding of text that goes beyond mere understanding of words. For example, in considering the effect of advertisements pupils recognise the hidden messages that these contain. Pupils make good progress in their understanding and use of English, with particular strengths in speaking and listening. Individual pupils show great sensitivity in the use of written English, especially when they are required to empathise with characters in novels or plays.
4. In mathematics, pupils in Years 8 and 9 have poor levels of attainment, with many only secure in their knowledge at level 2 of the National Curriculum. Individual pupils, of higher attainment understand and interpret graphs as well as percentages, decimals and fractions. Pupils in Years 10 and 11 attain mainly at levels below those expected for their age, but most are working on programmes of study towards GCSE accreditation. Last year 21 pupils successfully completed GCSE courses. Forty pupils completed accreditation in the Certificate of Achievement (CoA) and 49 achieved certificates in the National Award in Numeracy.

5. In Year 8 lower attaining pupils work successfully with basic number bonds and work out simple sums of division, such as 12 divided by 4. In Year 9 pupils calculate areas of regular shapes and understand the notion of perimeter. They realise there is a connection between the length and width of regular figures and, using this information, work out both perimeter and area. Year 10 pupils, in an assessed task for accreditation, understand how to calculate sums containing up to four digits and correctly write these as sums. Their method of working out the sums indicates an understanding of both the process and concept. These pupils also calculate the area of shapes, where one of the sides is unknown. They use their knowledge of perimeter to calculate unknown sides. In Year 11 pupils are conversant with algebraic equations and calculate the values of x and y in a pyramid. Pupils make good progress in this subject.
6. In science pupils' achievements are below national expectations, but they make good progress towards either the GCSE or CoA examinations. Last year 4 pupils were awarded lower grades in science and one pupil gained grade A in physics. In addition pupils also gained 19 passes in pre-GCSE science papers, of which 7 were at 'distinction' level. Because pupils have only recently been admitted to Years 8 and 9 there is insufficient evidence of their progress over time. During lessons, however, they make satisfactory gains in knowledge and understanding of scientific concepts.
7. By the end of Year 9 pupils have increased their knowledge and understanding of living things and know about aspects of the human body, such as the heart and the importance of cells and tissues. They have considered forces through experiments with boomerangs, but much of this work is incomplete. The evidence, as it is, indicates satisfactory progress. By the time they complete Year 11, pupils have developed good skills in experimentation. They pose feasible hypotheses and predict possible outcomes to experiments. Following this they accurately record the results. They use computer technology to enhance presentation skills, and there are some good examples of word-processed assignments. Pupils in Year 11 understand what constitutes a fair test and recognise the need for accuracy and care. For example, when experimenting with hydrochloric acid on calcium carbonate they recognise and explain the need for the precise measurement of these solutions. The standards of pupils' achievements in science have been maintained at this good level since the last inspection, but the improved quality of the accommodation has enabled success for more pupils.
8. Pupils' use of information technology is very good. This is a significant improvement since the previous inspection. It is taught in discrete lessons and is used well by all pupils to support work in other subjects. Older pupils in Year 11 successfully work towards GCSE examinations in information technology and office applications, as well as computer literacy examinations of the Royal Society of Arts.
9. In 1999 the pupils who entered the information technology examination for the GCSE gained passes within the range of A*-C. All pupils gained passes in computer literacy. A scrutiny of the work of all pupils indicates that they achieve at levels equal to and sometimes above the nationally expected average. Pupils make good gains in their knowledge, understanding and use of modern technology. The pupils with additional special needs also make good progress. Pupils in Years 8 and 9 know and successfully identify parts and function of computers and associated devices. A significant number of pupils use laptop word processors and computers to enhance their skills in English or commercial mathematics programmes to develop their basic numeracy skills. By the end of Year 9 pupils create databases and spreadsheets, and use e-mail facilities with ease and confidence. They understand the power and significance of the 'World Wide Web' and its effects on everyday life.

10. Pupils in Years 10 and 11 make good progress in extending their knowledge of computing technology. For example, there is evidence in pupils' folders of Internet research. In one example seen a pupil produced a good quality 'PowerPoint' presentation that recorded the activities of pupils during an art project. Pupils also use digital cameras, word processing skills and desktop publishing designs with imaginative and effective results. In the latter they use a CD-writer to record and save their programmes. In addition to increasing their computer skills, this promotes their awareness of communication for different purposes. Pupils are currently experimenting with video e-mail, using an intranet link within The Grange to send mail, moving images and speech using a web-link camera. They extend this knowledge of technology through links with a local recording studio, where they mix and merge images and music, to produce sound and picture CD discs. They use word processors to support other subject areas such as geography, where they copy or summarise texts on volcanic activity. Aspects of robotics are currently being developed through design and technology work. Further evidence of the use of word processing is seen within English, where pupils have re-drafted work to a good standard. Pupils make good progress in both understanding and use of information technology. Higher attaining pupils make very good progress and use the technology to enhance and extend work in other subjects.
11. In design and technology, pupils make satisfactory progress in practical skills and the use of tools and equipment, mainly through practical activities in craft work, work training programmes such as the motor vehicle maintenance course (SKIDZ Project) and work experience. They do not have opportunities to develop research and design skill but last year some pupils benefited from an electronics course through attendance at the local college of further education. Others are gaining insight into the recently introduced aspect of control technology. There is no accreditation opportunity for pupils in design and technology. Pupils make satisfactory progress within this restricted curriculum.
12. In history pupils' level of knowledge and understanding is below national expectations for pupils of similar age. A few pupils are following a GCSE course on 20th century history. Last year one pupil achieved GCSE and another received CoA accreditation.
13. The Grange's provision for geography is satisfactory. It is taught only to pupils in Years 10 and 11 and is aimed towards examinations in the GCSE or CoA. The subject is not currently taught to pupils in Years 8 and 9 but this is under review. In 1999 five pupils entered for the General Certificate of Education and gained passes within the range of B-C. These pupils achieve at levels equal to and sometimes above the nationally expected average. In mapping skills the pupils know how to locate four and six figure grid reference points. They accurately interpret map keys and from these deduce, for example, that King's Lynn is a market town as opposed to an industrial area. Extension work for the higher attaining pupils enables them to understand and correctly interpret the use of contour lines. Older pupils understand how earthquakes are caused. They use the correct terminology to explain the effect of movement by tectonic plates, by sketching and annotating the differing pressure lines that these cause. By the end of Year 11, pupils have a good knowledge of glaciation and speak with confidence on how this affects sea levels. Pupils choose to study geography and this results in a genuine interest in the subject that effectively contributes towards raising the standard of achievement.
14. Pupils' achievements in art are satisfactory. Younger pupils have developed good observational skills in their interpretation of the work of other artists, such as Bosch, Escher and Dali. Much of this work does not, however, show evidence of the use of their own imagination in interpretation of themes, such as, the nightmares and dreams portrayed by these artists. Older pupils combine their practical and imaginative skills in designing a clock face based on the logo of a well-known car.

15. Pupils who study a modern foreign language, such as German or French, achieve satisfactory standards in conversational skills and grammar. In 1999 pupils gained six passes in foreign languages. Four pupils were successful in French at levels A-C and two were successful in German at levels B-C. Two others gained awards in French at pre-GCSE. Within lessons pupils show good conversational skills and speak with confidence and knowledge, using a wide range of vocabulary. Pupils' progress is at least satisfactory, with higher attaining pupils making very good progress.
16. Since the last inspection improvements have been made in pupils' use and understanding of information technology. Standards in geography have risen because of better accreditation opportunities. Achievements in art have remained satisfactory. Achievements in English, mathematics and science have also improved, to the level that all pupils now gain some form of national accreditation.

PUPILS' ATTITUDES, VALUES AND PERSONAL DEVELOPMENT

17. Pupils have very good attitudes to their studies and in their daily life around The Grange they demonstrate a growing maturity in their outlook and response. On admission to the unit, particularly in Years 8 and 9, pupils are restive in lessons and have some difficulty in concentrating for extended periods. These pupils take full advantage of the care and consideration shown by staff and respond well to this consistent approach. In contrast, pupils in Year 11 are mature and behave in the manner of young adults. They are courteous and considerate not only to visitors, but also among themselves. Those pupils who spend most of their time at the unit fully appreciate the stress and anxiety that their peers may experience and where possible assist others through such periods of distress. At the very minimum they make no capital out of other pupils' misfortune. No incidents of bullying were evidenced, nor was this mentioned as a problem in discussion with pupils.
18. Pupils' behaviour, both within lessons and in social gatherings within the unit, is very good. In line with the policy of The Grange no pupil has been excluded. Discussion with older pupils indicates that this is appreciated and rarely abused. Pupils understand that placement at the unit represents a final chance of "making good" and the greater majority appears keen to make the most of this chance. They value the diverse opportunities they have, such as attending the SKIDZ course, or the opportunity to study in smaller groups and with more personal attention.
19. A good example of a pupil's commitment to his work occurred during a Year 11 English lesson. This was the first lesson of the day and it had started without him. After some ten minutes he arrived, obviously very breathless. He explained that the "B***** train was late again" and that he had run all the way up the hill (a distance of some 500m) in order to get to his lesson on time. On arrival he quickly settled to work and made an effective contribution to the lesson.
20. In lessons, such as that for Year 11 English, the pupils had established a very good rapport with the teacher. Based on this, the pupils discussed the subject matter sensibly and through their own questions were able to push forward their own understanding. In other lessons, Year 10 mathematics for example, the pupils remained after the official end of the lesson so that they could pursue a point, about which they were unsure. Some groups could accurately be described as 'volatile'. However, even though some of their language is vivid, they work continually through the session and share ideas as well as work effectively together.

21. In social gatherings, such as break-times, pupils chat amiably to each other and choose such occasions to seek out staff. These occasions are not always to resolve difficulties or problems but simply to share time with staff. At such times of the day there is a quiet air of ordered calm throughout the unit. Pupils value the commitment of staff and come to regard the Grange as a safe haven. A significant number of past pupils visit the unit to keep in touch with staff who continue to provide friendship and support. Such visits are a testimony to the quality of relationships that pupils have built up during their involvement with the staff of the unit. Discussion with some of these pupils also indicates they have remained in contact with some of the friends they made whilst at the unit.
22. As at the last inspection high standards prevail. The atmosphere is one of a 'large family' in which the needs and weaknesses of pupils are accepted in like measure. It is an atmosphere in which pupils feel welcomed and safe.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

23. The standard of teaching throughout The Grange is good. This is reflected in the wide range of subjects offered by teachers and the consequent public examination successes achieved by pupils. Of the thirty lessons seen almost 70 per cent were good or better and at least one lesson in five was of very good or excellent quality. There were no unsatisfactory lessons.
24. Teachers' experience is considerable and they use this to positive effect in the management of pupils' behaviour. They are sensitive to the needs and reactions of pupils yet, at the same time, they have high expectations that result in good quality work by pupils. Should a pupil arrive at The Grange in distress, teachers immediately consider and deal with the problem before attempting to place this pupil within a teaching group. This effective response ensures that pupils are then more receptive in their learning. Daily briefings for all staff ensure that this approach is carried out consistently.
25. The planning of lessons as well as for longer-term periods is very effective in ensuring that the requirements of the curriculum are provided. Lesson plans, particularly, consider the individual needs of pupils very well. As a result pupils with particular needs make good progress. The quality of individual support given to pupils in their studies is very good. While the range of subjects provided is very wide the combined expertise of teachers meets the demands these make.
26. The practice of summarising previous lessons is very good and ensures that pupils, who may not have been present, are well informed about the subject matter for the following lesson. For example, in a Year 11 information technology lesson, that focused on business applications, the teacher briefly recapped what had been learned in the previous lesson. From this he established that the pupils had a good understanding of the layout of a business letter and was then able to develop this into an understanding of memos and tabulated lists. Likewise, there is consistent practice in the use of plenaries or discussion at the end of lessons. Through these, teachers can gauge how effective their teaching has been and, if necessary, correct any misconceptions.
27. All teachers have high expectations of their pupils, both in behaviour and effort. Pupils respond to this very well and the result is well ordered lessons in which much effective work is achieved. In a Year 8 mathematics lesson the pupils had some difficulty with the understanding of numbers divided into fractions. The pupils could so easily have become distracted because of the frustration they experienced in understanding this concept.

Through the teacher's skill, teaching method and insistence that they would eventually understand, the pupils were ultimately successful. The pupils left this lesson with the satisfaction of achievement. The outcomes were due entirely to the expertise and expectations of the teacher.

28. The methods used by teachers are both wide and varied. They are well suited to the needs of the pupils and contribute in large measure to the effectiveness of lessons. These methods are under-pinned by very good relationships and while there are occasions when these relationships might be strained, their strength ensures benefit to the pupils. Pupils are encouraged, wherever possible to work with a measure of independence. This ensures they are more effective in their work because pupils feel they have chosen to do it. For example, in the motor mechanics sessions, pupils worked independently in tasks, such as changing car light bulbs or cleaning a carburettor. This method ensured the pupils approached these tasks with enthusiasm and the quality of their effort and work was better. In other lessons, such as art for Year 9 pupils, the interest of pupils was stirred by the gentle encouragement and challenge posed by the teacher. In a design and technology lesson for Year 11 pupils the teacher gave good and clear advice that enabled pupils to complete their work with a large measure of independence.
29. Lessons never appear to be too long because of a combination of challenge, method and timing. Tasks are carefully planned so that they might be completed within the time available and this maintains both the interest of pupils and the consistency of their achievement. For younger pupils, in Year 8 and 9, these tasks are more varied, reflecting the inability of some to concentrate for long periods. For example in the mathematics lesson about fractions the teacher used no less than four methods in explaining how numbers could be divided into different fractions. She reinforced this through the use of small wooden blocks. Consequently, all pupils understood the concept.
30. The use of assessment, both in lessons and over the longer term, is very effective in informing teachers about the success of their teaching and the achievements of pupils. In lessons this takes the form of searching questions at the beginning of lessons, the answers to which establish the understanding of pupils. At the completion of lessons a discussion, or plenary, enables pupils to demonstrate their own understanding as they quiz the teacher or discuss among themselves. Pupils' work is marked both frequently and consistently. This provides pupils with good knowledge of their own achievements and encourages them to try even harder.
31. The use of homework to reinforce or extend learning is satisfactory. It is not however, given consistently to all year groups. Parents of pupils entered for public examinations would certainly like to see more of this provided. Older pupils, and especially those in Year 11, would benefit from a regular expectation of work to be done at home. This, in part, would make up for the lack of full time education.
32. There were no consistent weaknesses in any of the teaching. Individual lessons could have been improved through techniques, such as briefing pupils about what they were about to learn, or improved planning to give a clearer structure to the lesson or in one case an uncertainty about management of challenging behaviour.
33. The standard of teaching has risen since the last inspection. Staff are now better deployed to their areas of strength and they respond with lessons of good quality. At the time of the last inspection over half of lessons were found to be of good quality. This number has now risen to almost three-quarters of all lessons.

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

34. The content of the curriculum and the frequency of lessons for individual subjects, a key issue in the last inspection, have been improved. There is now a good range of opportunities for learning, relevant to the needs of all pupils. The curriculum fully meets statutory and local authority requirements in providing a good alternative and supportive education for secondary age pupils.
35. In addition to the core subjects of English, mathematics and science, The Grange provides opportunities in history, geography, French, German, food technology and art. The latter is also linked to design and technology. There are significant improvements in The Grange's use of modern technology to support learning. Information technology is taught both as a discrete subject and used very well in all curriculum areas. There is much evidence in pupils' work of personal research using the Internet. Some pupils e-mail their homework to The Grange or communicate on-site through networked video e-mail. Personal and social education is satisfactory and includes drugs awareness and sex education programmes, with contributions from visiting specialists, such as police and health authorities. The pupils with additional and specific needs receive good support in extra literacy and numeracy. Where a pupil demonstrates an aptitude for a subject not normally provided by The Grange, specialist teachers are engaged to teach this provision. For example, classical studies have been provided for one pupil who gained a pass at GCSE. The senior management ensures very good curriculum provision that meets the needs and attainment of all pupils.
36. The external accommodation, although used for educational purposes, is unsuitable to provide a range of physical activity for pupils. The senior management team has recognised this as a deficiency and has put in place a programme of physical education and leisure for the forthcoming year. This includes activities as diverse as swimming, badminton, aerobics, rock climbing and ice-skating. The aim of this programme is to introduce pupils to activities that they might follow in later life, as well as to encourage an active and healthy lifestyle. The variety of activities is balanced throughout the year, so as to encourage participation by all pupils.
37. The Grange has established a wealth of links with local places of work, training agencies and projects, colleges of further education, careers service and other support organisations involved with pupils. There is excellent co-ordination of the opportunities available through each of these links, which is a significant development since the last inspection. Pupils benefit from a good balance of careers advice, training, work experience and introduction to further education. Its success is evidenced by the excellent outcome of placements in work, training or further education for the great majority of school leavers. The excellent 'Work Experience Diary', which pupils complete, not only provides a focus on the broader personal and work-related demands of the experience but is also an effective and valuable addition to each pupil's Record of Achievement.
38. The very good careers guidance programme has been improved by the development of an excellent tracking and monitoring system that ensures each pupil benefits from the wide range of opportunities and support. The excellent motor vehicle maintenance course, provided through the High Wycombe SKIDZ project, is very effective in preparing pupils for the world of work. The range of taster courses, organised for pupils at local colleges of further education are very effective in enabling them to move on, with confidence, to further education and training. However, there are no regular opportunities

for Year 10 or 11 pupils to attend these colleges of further education as a systematic part of their educational experience.

39. Careers education for pupils is excellent. This is available to pupils from Year 9, in work related studies, while pupils in Year 11 also have access to an excellent range of work experience opportunities. For example, a pupil, who is passionate about football, has been placed with Wycombe Wanderers Football Club. In this he is required not only to perform what might be described as repetitive office duties, but also become involved in football coaching at local schools. The success of this placement is evidenced by the fact that he is also prepared to undertake these duties on Saturday mornings. The whole programme is very well structured and monitored and results in pupils making very good progress in their vocational development. Local employers are pleased with the way in which the pupils conduct themselves whilst on work placements, and some offer full time jobs to pupils when they leave. Almost three-quarters of pupils at the end of the last academic year chose to extend their learning by enrolling on college or apprenticeship training courses. The exceptionally well managed careers provision is supported by an award-winning library, which includes information technology facilities. Good quality and frequent advice from the Buckinghamshire Careers Service further enhances the overall quality of this provision.
40. The pupils' spiritual, moral, social and cultural education is effectively included in all subject areas and is good overall. It is good in the moral and social aspects, with staff providing good role models. The pupils respond very well to these high expectations of good behaviour, and take appropriate care when using school equipment. For example, when one new pupil asked what would happen if he wrote on the table, another pupil replied, "Well it wouldn't be nice, and would spoil it for others." The pupils' are polite and friendly towards visitors and take pride when talking about their work or The Grange in general. Provision for spiritual and cultural development is satisfactory and promoted through art lessons and by guest speakers such as a teacher from Japan, who undertook a day's course on how to play "Go". This enabled pupils to experience a very different culture. Another visit by a group of African musicians enabled pupils to experience, not only the spiritual uplift given by the music but also the opportunity to reflect on beliefs, traditions and lifestyles other than their own. For older pupils, work related experiences promote their personal and social development, whilst enhancing their self-esteem.
41. Curriculum planning is satisfactory overall. It is good for pupils in Years 10 and 11, where they work towards either GCSE or CoA accreditation. Lower attaining pupils enter basic literacy and numeracy examinations. For older pupils work plans and curriculum content are largely determined by examination syllabus requirements. However, the planning also gives very careful consideration to the needs of pupils with particular learning difficulties. Planning and the curriculum content for younger pupils, in Years 8 and 9, are being reviewed. Currently these are less advanced than those for older pupils. This is, in part, the result of The Grange's over reliance on some referring schools to supply information about pupils' academic progress in foundation subjects. This is further exacerbated by the increase in numbers of dual registered pupils within this age group. Additional lessons of literacy and numeracy for these pupils are well planned and outcomes carefully monitored.
42. Opportunities for social interaction at break-times and private counselling from trained staff are available to the pupils throughout the day. This extends, informally, beyond their school days, and former pupils regularly pay return visits. Some of these visits occurred during the inspection and it was apparent from discussion with these ex-pupils how much respect they have for the staff. While visits are mainly for social purposes, these former pupils also feel confident to ask staff for advice on a range of issues.

43. The part-time nature of pupils' attendance at The Grange limits the possibility of extra-curricular activities. Individuals and groups with particular expertise are invited to The Grange and the range of topics introduced by these enhances the curriculum. These are further reinforced by visits to museums, theatre and recreational facilities. Together these effectively support the pupils' social and personal development.
44. There are very good links with the local community, and a number of guests attend The Grange to speak on a range of subjects. The experience and local knowledge of both administrative and teaching staff is very wide and they use these to enhance opportunities for pupils. A good example of this is within the excellent careers provision, where the knowledge and relationships these staff have built with local employers adds considerably to the quality of this provision. In addition, the behaviour of the pupils on work experience placements is a positive contribution towards the continuation of the established links with local businesses.
45. Procedures for assessing pupils' progress are good, and have significantly improved since the last inspection. During the first month of their admission, and before being assigned to a specific group, all pupils are assessed in both academic abilities and in their social and personal development. This maintains a high level of positive group dynamics, and allows for pupils' individual needs to be considered. Baseline testing is standardised across the curriculum, and from these results pupils' progress is regularly monitored and assessed.
46. The quality of the curriculum has improved in its provision for information technology and planned opportunities for physical activity. Further work remains to be done within humanities subjects, although improvements in provision for geography are recognised. Where pupils are registered solely at The Grange the issue of access to a full curriculum remains. It is recognised that this issue goes beyond the remit of The Grange's work.

HOW WELL DOES THE UNIT CARE FOR ITS PUPILS?

47. The Grange makes very good provision for the health and safety of its pupils. Any potential risks are identified and dealt with efficiently. Fire safety drills are held regularly and the outcomes to these are recorded appropriately. The atmosphere of the Grange is one where the interests and needs of pupils are paramount and any recognised hazards are quickly addressed.
48. A named member of staff effectively manages issues relating to child protection. Clear procedures, known to all staff, exist to deal with any incident of suspected harm to pupils. Improvements have been made in the level of detailed knowledge provided to staff that enables them to be alert to such situations. Every pupil has access to two full time members of staff who are trained counsellors. Such is the high quality of pupil care that former pupils feel confident in returning to The Grange to seek advice on aspects of their lives, such as housing or career moves. As in the previous report, the warmth and sincerity of all staff continue to provide a welcoming and safe environment for learning, in which pupils feel confident and secure.
49. The procedures for promoting attendance are very good. Attendance registers are appropriately kept and centrally monitored through the use of computer technology. Trends in attendance are recorded in individual pupil's folders and these are used to inform each pupil's annual review. Fortnightly liaison meetings with the educational welfare officer ensure that absenteeism is closely monitored and followed up immediately

through home links and visits. As a result, the attendance of the majority of pupils improves.

50. Measures to promote discipline and good behaviour are very good, and there is no evidence of bullying or oppressive behaviour. In addition to the implementation of The Grange's behaviour policy, staff have received training on a range of behaviour focused issues, including the management of anger. The successful application of these skills is evident in the positive ethos of The Grange and the behaviour of the pupils. Some pupils have behaviour targets included in their individual education plans, and these are carefully monitored.
51. The Grange's procedures for monitoring and assessing the pupils' progress are very good and have improved since the last inspection. All new admissions form part of an assessment group during their first half-term. They are tested for a baseline academic performance in English, and mathematics, and their personal and emotional levels are observed and monitored. The special educational needs co-ordinator (SENCO) uses these centralised records to negotiate with pupils their individual targets for the forthcoming term. These targets are further reviewed as the term progresses.
52. The pupils with additional or specific learning difficulties are identified through this effective monitoring process and their needs met through extra tuition and specialised support. Where appropriate this includes external agencies, such as language therapists. The needs of the higher achieving pupils are met through more challenging academic work and they follow a wide range of courses leading to GCSE accreditation. Teachers keep satisfactory records regarding the progress of pupils within their subjects. Subject teachers keep good records that monitor pupils' progress over time. These are particularly good in mathematics and English, but in other subject areas, especially for pupils in Years 8 and 9, gains in knowledge are not well linked National Curriculum attainment levels. The practice of marking pupils' work during lessons is very effective and enables pupils to make good progress. The standard of marking is consistent. Teachers offer positive and encouraging comments as well highlighting areas that need further understanding.
53. For all pupils, assessment is used to provide information that might eventually lead to successful re-integration to mainstream school. Where this is not the case, such as for Year 11 pupils, the information gained is used to predict possible examination grades. All pupils are encouraged to enter public examinations and this contributes positively to their academic development as well as self-esteem.
54. For those pupils with Statements of special educational need, annual review procedures fully meet statutory requirements. However, the placement of some of these pupils in The Grange is inappropriate and does not effectively address the identified requirements of the Statement. This was an issue in the last inspection and despite efforts by the local authority it has yet to be fully addressed. For non-statemented pupils, and where applicable, annual reports are sent to the referring school, where they are included in that school's annual report to parents. Parents find this practice confusing and their preference would be to receive reports direct from the Grange. The overall quality of academic reports is unsatisfactory and they do not always accurately reflect what the pupils know and understand.
55. The Grange is very successful in improving attendance by the majority of its pupils. The overall improvement during a pupil's placement averages over 10%. Several pupils have significantly improved attendance rates when compared to their previous mainstream school. These pupils now attend The Grange on a regular basis. The overall attendance

figure for the last academic year was 56%. This is not a true reflection of pupils' actual attendance, because of errors made in classifying attendance at other educational activities. Attendance this year, for many students, is above 70%. This may be thought as unsatisfactory when compared to mainstream school standards, where a figure of 90% is considered the norm. Such a figure may be considered good when compared to other similar units. Figures are significantly affected by very poor attendance by a minority of pupils with a previous history of non-attendance. Conversely, a significant number of pupils have maintained 100% attendance this term. When compared to previous records this is very good. Most absence now recorded is authorised, for reasons such as medical appointments or attendance at recognised educational activities. The unpredictability of public transport means that some pupils do not arrive on time but lessons start punctually and pupils who arrive late quickly make up for lost time.

56. The high standards found at the last inspection continue to be maintained. The management has responded positively to the issue of attendance. It has brought about improvement in pupils' attendance through detailed and consistent monitoring. Consequently, the levels of unauthorised absence have been reduced.

HOW WELL DOES THE UNIT WORK IN PARTNERSHIP WITH PARENTS?

57. The Grange's partnership with parents is good. Parents' involvement in the educational development of their children is seen as a crucial link in the chain of support offered to pupils. This partnership is built upon good relationships between parents and staff and maintained through frequent telephone calls. Parents are happy with the work done at The Grange and are supportive of its work with their children. Parents who are members of the managing body make positive contributions to the management of The Grange.
58. The recent introduction of a parent newsletter is an improvement in maintaining the flow of information. Parents also receive a copy of the annual report describing in detail the work of The Grange. As this document runs to some 32 pages and it contains very detailed information, it is too cumbersome to be easily read. Further consideration should be given to the issue of keeping parents informed in an accessible way. At the pre-inspection meeting held for parents, a common issue was the lack of information provided that enables them to form a view about the achievements of their children. Staff regularly write a variety of reports on pupils and parents receive copies or have sight of these. However, parents indicated both in their replies to the questionnaire and at the meeting, that they are not fully aware of all the work done at The Grange. For those students who attend for more than a year, annual academic reports are provided. These contain helpful information about pupils' general progress but do not clearly state gains in skills, knowledge and understanding in the subjects of the curriculum or other educational experiences. They do indicate some areas that students need to work on and these combined with annual reviews identify future targets.
59. Some parents maintain a good relationship with staff at The Grange through use of the telephone. This is an effective means of being informed and parents are made to feel that such calls are valued. In written responses, some parents indicated that they only found out information if they took the initiative. They also expressed some concern that they felt unable to complete some statements on the questionnaire because they uncovered some gaps in their knowledge. This is partly evidenced by the high percentage of 'don't know' responses. It may also partly explain the low return of questionnaires.
60. Parents are encouraged to attend careers evenings and other meetings, arranged prior to work experience placements. Most parents attend such review meetings and are

provided with copies of their child's weekly timetable. Parents are also encouraged to support pupils with any set homework tasks. Those parents who attended the meeting prior to the inspection indicated they would like to see more of this provided for their children. The support shown by parents for the staff and work done by The Grange is considerable. One parent even went so far as to say that she would prefer her child "...to attend full time."

61. The quality of the relationships with parents, when compared to the last inspection, continues to remain high. Parents speak warmly of the work done by staff and it is therefore regrettable that the activities of the 'Parents in Partnership' group have lapsed.

HOW WELL IS THE UNIT LED AND MANAGED?

62. The headteacher leads the work of The Grange with exceptional vision and purpose. As a result of his excellent leadership and expertise The Grange provides a much-valued service to the many schools and other educational provision with which it has contact. He oversees the education of 116 pupils, deploys staff efficiently and effectively and provides training for other services within the county of Buckinghamshire. He has enabled a talented and experienced senior management team to provide an effective service to pupils, parents and local authority.
63. There is excellent delegation of responsibilities to staff that is well supported through adequate budgetary provision. Through this staff are enabled to plan realistically for the development of their subject or area of responsibility. This has a positive impact on the provision for pupils that can be seen in the wide range of success within public examinations. The headteacher carries out monitoring of teaching standards and this has resulted in a rise in the quality of teaching when compared to the last inspection.
64. In its role as the appropriate authority the local education authority has defined the aims and purpose of The Grange through a clearly stated policy. These aims and intentions are fully supported through the annual school improvement plan that identifies expected outcomes to initiatives, as well as funding implications. The quality of this planning, along with other supporting initiatives, is excellent and enables the managing body to effectively monitor the activity and outcomes of the work done by all staff.
65. Collectively, the managing body, the headteacher and senior management team share a very good commitment to the work and success of The Grange. The interests and welfare of pupils are central to this, along with the desire to provide a good quality service to both parents and local community. Some members of the managing body have full-time commitments in other areas of education that preclude them from taking an active role in the first hand monitoring of The Grange's work. Even so, other members who report to the corporate body, actively and effectively undertake this role. All members of the managing body give unstintingly of their time as well as bringing particular expertise from which The Grange benefits. They are more than 'critical friends', even though they carry out this role most effectively.
66. The development priorities chosen by the managing body have a significant impact on raising standards throughout The Grange. Of these, the most significant has been to improve the quality and standard of accommodation. At the time of the last inspection the building was shared with another local authority agency. Since that time the managing body has taken possession of the whole and undertaken major work in refitting and decorating the building. The quality of this refurbished building is more than matched by the quality of work now done within it.

67. Staffing levels at The Grange are very good, with staff appropriately qualified to match the demands of the curriculum. In addition to a core number of full-time teaching staff, The Grange buys in specialist part-time staff to meet the needs of specific groups and individual pupils. This is a very efficient and effective means of ensuring that pupils receive tuition from subject specialists, such as in classical studies or modern languages. There are significantly more teachers now attached to The Grange than there were at the time of the last inspection. This has resulted from the assimilation of other services, such as the home tuition and hospital school services, into the overall work of The Grange. The head teacher ensures that the talent and expertise of these teachers is deployed to wherever they will be most effective. For example, the teacher who formerly was based solely at the hospital school now also teaches at the main site. As a result she uses her particular subject expertise to raise the standard of learning within The Grange. Conversely, and while she is doing this, a colleague teaches his specialist subject to pupils within the hospital school.
68. The roles of subject co-ordinators are insufficiently defined and individual job descriptions do not always accurately reflect the expectations made of them. Further training, in aspects such as recording and reporting, as well as monitoring of subject performance are required to ensure that these co-ordinators are empowered to carry out their roles effectively.
69. Administrative and ancillary staff are fully involved and included in the everyday life of The Grange and its pupils. These staff provide a valuable and effective service that enables the teaching staff to concentrate wholly on their tasks. For example, The Grange's bursar very efficiently manages staff training, and all staff enjoy continuing professional development through access to a wide range of relevant courses.
70. Staff maintain very good reciprocal links with mainstream schools that further enhance The Grange's provision. For example, staff from The Grange provide training in information technology skills for colleagues in mainstream schools. In exchange for this The Grange calls upon the services of a teacher qualified in teaching the pupils with specific learning difficulties. Newly appointed staff receive good support from the senior management team, but induction procedures for these are too informal. Introductory paperwork is limited and there is no staff handbook
71. There has been a significant improvement in the accommodation since the last inspection. The Grange now has sole occupancy of this very well maintained three storey Victorian house, the décor of which is beautiful and immaculately maintained. A number of original period features have been maintained and pupils show an excellent level of respect for both the property and its facilities. There is no evidence of vandalism or graffiti. The opposite is true, with pupils actively contributing to the overall amenities, as seen by the large sculpture work in the garden.
72. The classrooms and administrative office are of good size, with smaller rooms effectively used for individual and small group teaching. The accommodation also includes a careers room, library, outreach and home tuition base, and computer suite. A small room, used as a reprographics centre, also serves as a photographic dark room. Together these facilities enable pupils to be taught in good quality surroundings and these contribute significantly to the good work done by pupils. The standard of accommodation is now very good and the whole unit has an air of calm and welcoming order.
73. The provision of specialist facilities for the teaching of science and art have contributed to a rise in standards. Although the rooms are small they adequately support the size of groups that use them. There is no fume cupboard within the science laboratory and this seems a surprising omission. Where experiments are performed that use hazardous chemicals this places limitations on the number and quality that can be done. This, in

turn, limits the opportunities for pupils' learning.

74. Resources to support learning are at least good and this results from the senior management practice of appropriate financial delegation to staff that enables them to develop their subject responsibility. Resources for careers education have been built up over many years and they now represent an excellent library of information. Resources for English and mathematics are very good. These encourage a range of teaching methods that strongly contribute to pupils' improving knowledge in these subjects. Information technology also has very good resources and these are used very effectively to support other aspects of the curriculum. Pupils regularly use e-mail, video-mail and the internet.
75. When teaching modern languages, teachers make excellent use of cassette recorders to enhance and consolidate oral learning. Resources are satisfactory in humanities and personal and health education, the latter being supported through a range of visiting speakers. An adequate library and good range of computer software provide opportunities for pupils' individual research. Physical education is supported through a planned programme of off-site activities while visits to museums and theatres enhance other subjects of the curriculum.
76. Since the last inspection the leadership of The Grange has become the responsibility of one person. He has provided an excellent level of expertise and vision. The managing body are now more involved in the work of The Grange and they provide excellent strategic direction as well as effective monitoring activity.

In addition to the main facilities of The Wycombe Grange PRU the following services were also inspected. These are part of The Grange's provision for pupils who are educated other than at school.

THE HOSPITAL SCHOOL

77. The Hospital School is attached to the adolescent psychiatric ward of the nearby High Wycombe General Hospital and provides good education for the pupils, most of who are day-patients. There is very close and effective collaboration between the medical staff and teacher-in-charge, resulting in the needs of education and therapy being very well co-ordinated. Last year, of the 38 pupils who attended this service, only one needs to be supported still.
78. Since the last inspection, The Hospital School has become part of The Grange, which provides management and administration, professional development, and deploys teachers who provide the teaching. The re-integration of some pupils is aided by opportunities for them to extend their social and emotional confidence through taking part in classes at the Grange. Consequently, for some pupils, The Grange provides an effective stepping stone back to mainstream education. The good quality teaching provided for individual pupils enables them to make good progress in a wide range of subjects and re-integrate successfully into their schools as they respond to their treatment, therapy and education. The teacher-in-charge liaises effectively with pupils' mainstream schools to provide opportunities that are related to studies already begun by pupils. No comparisons are available, as the service was not reported at the time of the last inspection. With its assimilation into the work of the Grange the opportunities that it can now offer to pupils have been enhanced, through access to more specialised teaching and a wider range of the curriculum.

OUTREACH

79. The Grange provides an outreach service to mainstream schools with the aim of maintaining the placement of pupils who are at risk of losing their place, through exclusion or anxiety of attending school. This now represents a significant part and focus of the work of The Grange. The teacher with responsibility for this work has a half-time commitment to the post and is supported by two classroom assistants. Last year they worked successfully with 10 secondary schools, supporting 87 pupils, of whom 82% remained fully within their school. Of twenty-four Year 11 students who were supported by this service, twenty-two attained an average of 8 GCSE passes while maintaining their mainstream place.
80. Pupils receive support in weekly sessions, aimed at helping them manage their anger, frustrations or anxieties. Discussion with some of these pupils indicates the value they place on this support. They feel able to discuss their difficulties with an impartial and supportive outsider. As a result they feel able to act upon the targets for change that are agreed. The support workers liaise well with school staff and the teacher-in-charge of the service also provides schools with advice and training on behaviour management. Schools value the service provided which extends to in-service training for staff in behaviour management, where such needs are identified. Letters received from these schools indicate the effectiveness and quality of this provision.
81. The further development of the service to pupils in mainstream schools is now a major priority in The Grange's planning. The aim is to maintain school placements and reduce exclusions so that more full-time provision may be made for those who do attend the Grange. This is a very efficient use of The Grange as a support service to pupils.
82. Additionally, The Grange also provides teaching and curriculum support for a few pupils who are, for a variety of reasons, temporarily unable to attend their mainstream school. The provision is mainly in one-to-one teaching sessions that enable pupils to continue GCSE course work. This is an effective approach except where practical or experimental work is required and the necessary equipment is not available.
83. The efficiency of the support services that The Grange now manages is very good. The deployment of staff, to areas of greatest need, is a considerable strength and one that benefits pupils' learning and raises standards of achievement. Subject specialists are now deployed according to need and all staff regard themselves as part of a cohesive group. They benefit through better access to professional development and opportunity to discuss issues with other colleagues.

WHAT SHOULD THE GRANGE DO TO IMPROVE FURTHER?

In order to consolidate and further improve the good quality education provided by The Grange, the headteacher, managing body and local education authority should:

- (1) Ensure that the requirements of pupils with Statements of special educational need are not compromised through their placement at The Grange. – Paragraph 54
- (2) Develop the skills of subject co-ordinators that will enable them to carry out full monitoring of their subjects. The precise nature of their role and the expectations of them need to be clarified. – Paragraph 68
- (3) Continue to develop the subject provision for pupils in the 11-14 year age group. There should be more effective and comprehensive planning that ensures and enables their learning throughout the curriculum. – Paragraph 41

In addition the following weakness, minor in nature, should be addressed:

- (1) Enhance the good relationships with parents, by providing for them information that gives clear understanding of what their children achieve. In the case of parents of pupils new to the unit, also provide an introductory pack that explains the requirements and intended outcomes of the work done by staff. – Paragraphs 54, 58-59

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	30
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3.3	13.3	46.6	36.6	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 Grange's pupils

Pupils on The Grange's roll	No of pupils
Number of pupils on The Grange's roll	116

Special educational needs	No of pupils
Number of pupils with statements of special educational needs	9
Number of pupils on The Grange's special educational needs register	116

English as an additional language	No of pupils
Number of pupils with English as an additional language	10

Attendance

Authorised absence

	%
Unit data	See note

Unauthorised absence

	%
Unit data	See note

The method and classification used to calculate attendance at The Grange has been flawed. The inspection team judges that attendance by most pupils is good, with an average this term of 70 per cent. The overall figures are skewed by the non-attendance of several individuals.

Pupils Achievements

Passes in GCSE examinations 1999

A*	A	B	C	D	E	F	G	U
1	6	12	19	15	10	8	0	1

Passes in pre-GCSE certificates

Pass	Merit	Distinction
6	10	69

AEB results

<50	50	55	60	65	70	75	80	85	90	95	100
8	4	2	13	5	25	32	36	37	56	35	19

Certificate of achievement / Pre-GCSE

Subject	Pass	Merit	Distinction	Total
English		1	10	11
French			1	1
Mathematics	2	9	74	85
Science1 st Certificate		2	2	4
Travel and tourism	1			1
Total	3	12	87	102

RSA CLAIT

	Profile Certificate	Stage 1
Computer Literacy	6	7

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	9
Black – African heritage	0
Black – other	3
Indian	0
Pakistani	4
Bangladeshi	0
Chinese	0
White	72
Any other minority ethnic group	28

Exclusions in the last school year : In keeping with The Grange's policy there have been no exclusions within the last school year.

Teachers and classes**Qualified teachers and classes:****Y8 – Y11**

Total number of qualified teachers (FTE)	8.7
Number of pupils per qualified teacher	13:1

FTE means full-time equivalent.

Education support staff:**Y8 – Y11**

Total number of education support staff	4
Total aggregate hours worked per week	118

Financial information

Financial year	1999
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	£
Total income	481,803
Total expenditure	481,803
Expenditure per pupil	4153
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	78
Number of questionnaires returned	13

Percentage of responses in each category

	Strongl y agree	Tend to agree	Tend to disagre e	Strongl y disagre e	Don't know
My child likes school.	38	54	0	0	8
My child is making good progress in school.	23	46	15	0	15
Behaviour in the school is good.	23	31	8	8	31
My child gets the right amount of work to do at home.	8	31	8	31	23
The teaching is good.	46	38	0	0	15
I am kept well informed about how my child is getting on.	31	15	23	31	0
I would feel comfortable about approaching the school with questions or a problem.	62	23	0	15	0
The school expects my child to work hard and achieve his or her best.	62	23	0	0	15
The school works closely with parents.	23	23	23	15	15
The school is well led and managed.	15	54	0	0	31
The school is helping my child become mature and responsible.	31	46	8	8	8
The school provides an interesting range of activities outside lessons.	15	8	15	15	38

Other issues raised by parents

Three parents attended the pre-inspection meeting. Their views were supportive of the Unit but many of their comments indicated that they did not have a clear and informed picture of the valuable work done by the staff. This view appears to be supported by those parents who

returned questionnaires. The column in the table above, labelled “Don’t know”, has percentage responses that are unusually high. Notwithstanding, the views of parents are supportive of the work done at The Grange and the inspection team agrees with the positive views expressed.