

# **INSPECTION REPORT**

## **GREENWICH PUPIL REFERRAL UNIT**

Greenwich

LEA area: London Borough of Greenwich

Unique reference number: 100103

Headteacher: Jan Martin

Reporting inspector: Alastair Younger  
23587

Dates of inspection: 6-10 November 2000

Inspection number: 223593

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

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## INFORMATION ABOUT THE UNIT

Type of school:

School category: Pupil Referral Unit

Age range of pupils: 5-16

Gender of pupils: Mixed

Unit address: Riverway Site  
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Greenwich  
London

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Appropriate authority: The Local Education Authority

Name of responsible officer: Renee Middleton

Date of previous inspection: 10-14 February 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Alastair Younger 23587	Registered inspector	History, Religious education	What sort of PRU is it?  How high are achievements?  How well are pupils taught?  How well is the centre led and managed?
Liz Brameld 19557	Lay inspector		How well does the centre care for its pupils?  How well does the centre work in partnership with parents and carers?
Wolfgang Hug 29960	Team inspector	Mathematics, Design and technology, Physical education, Special educational needs	How good are the curricular and other opportunities offered to pupils?
Alan Tattersall 20466	Team inspector	English, Information and communication technology, French, Music	Pupils' attitudes, values and personal development
Vanessa Wilkinson 18461	Team inspector	Science, Art, Geography, Personal, social and health education, Equal opportunities, English as an additional language	

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The Registrar  
Inspection Quality Division  
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Alexandra House  
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London WC2B 6SE

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE UNIT**

This is a complex unit with five centres occupying four sites. These are: the Hospital tuition, which forms part of the provision, shares the Riverway site with the primary unit but much of its teaching takes place in the nearby hospital. The unit forms a part of the broader support service, led by the headteacher and administered from the primary site. Woolwich, which takes Year 7,8,9 and 10 pupils who are expected to return to a mainstream school following a short term placement. Foxhill is for pupils in Years 10 and 11 who are unlikely to return to school because of their more extreme challenging behaviour or long term attendance problems. Briset is for pupils who are either emotionally fragile, have medical problems or are pregnant schoolgirls. Pupils are admitted at any time, often at short notice, and numbers on roll fluctuate greatly. Most pupils are white and all are English speaking. A minority of pupils have statements of special educational need, usually on account of their emotional and behavioural difficulties. Pupils' have usually performed well below their potential prior to admission; especially so at Woolwich and Foxhill. Greenwich is an Education action Zone and is also included in the Excellence in Cities initiative.

### **HOW GOOD THE UNIT IS**

This is a satisfactory unit. It is particularly good at improving pupils' attitudes and behaviour. Most pupils make satisfactory academic progress. This is made possible through highly consistent, good teaching and access to good learning opportunities. The headteacher manages this complex provision well. Whilst it costs a lot of money to run, many alternatives are more expensive. The unit is meeting its stated aims and is giving satisfactory value for money.

#### **What the unit does well**

- Good teaching, especially in English and personal, social and health education is enabling pupils to learn and make progress despite their many problems
- Because of good provision for personal development, pupils' attitudes and behaviour improve. They learn how to relate better to other people and become less selfish in their actions.
- There is a good variety of learning experiences. Learning is often made more interesting by a good variety of trips out of the unit and visitors to it.

#### **What could be improved**

- Low attendance results in pupils not benefiting fully from the good teaching and varied curriculum. It slows the progress of a significant group of pupils.
- The five centres tend to operate in isolation rather than pulling together as a single unit and this means that staff expertise is not always put to best use.
- Uncertainties over accommodation, inflexibility in the budget and the lack of overall subject responsibilities contribute to unsatisfactory development planning

*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 February 1997. Since that time there has been a satisfactory improvement. Teaching is much better and the vitally important area of personal, social and health education is now a lot stronger. The Local Education Authority has recently made great steps to improve its contribution to the management of the unit by publishing high quality policies and guidance to support the provision. Where there has not been enough improvement is with regards to allocating responsibilities to individual staff for co-ordinating subjects across all the sites.

### **STANDARDS**

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

<b>Progress in:</b>	<b>by age 16</b>	<b>Key</b>	
English	B	very good	A
mathematics	C	good	B
science	C	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

The progress pupils make with regards their personal, social and health education is the result of a very good programme being well taught. This underpins the success of the whole unit and is evident in every lesson and activity. In other subjects, pupils make better progress in English than in mathematics or science because there is a higher consistency of specialist teaching. This is reflected in examination results. Pupils make good progress overall in art with many pupils reaching a higher standard than is found in mainstream schools. In all other subjects, pupils make satisfactory progress. There is very little difference in the achievements of boys and girls, nor between pupils of different race or ability. There is however a significant group of pupils, especially at Foxhill, who fail to establish a satisfactory pattern of attendance and consequently do not learn enough.

#### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the unit	Very good. Those who attend regularly show a considerable determination to make the best of their placement. They like their teachers and their lessons and participate wholeheartedly in activities in and out of the classroom.
Behaviour, in and out of classrooms	Good. There is a good atmosphere in each of the centres. Each day there are incidents in most of the centres but in nearly every instance the individuals involved quickly realise the error of their ways and settle down to learn. Pupils are generally relaxed, due to the virtual absence of any bullying, sexism or harassment
Personal development and relationships	Very good. Constructive relationships are a characteristic of all the centres. Particularly between staff and pupils. Even when pupils do not particularly like one another they exhibit tolerance. They are often quick to offer help or encouragement to others experiencing difficulty.
Attendance	Unsatisfactory. Although most pupils show an improved pattern of attendance compared to the period before their referral the attendance of many is not good enough. This is reducing their access to good quality teaching and is interrupting their learning. Some lessons have to repeat work missed by absent pupils and this interferes with the learning of others.

#### **TEACHING AND LEARNING**

<b>Teaching of pupils:</b>	<b>Aged 5 - 16</b>
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.*

In 71% of all the 49 lessons observed, teaching was good or better, 17% was very good. Unsatisfactory teaching has been all but eliminated. There is a good consistency of teaching and standards are similar in all centres. English is particularly well taught in all of the centres by teachers who show a very good understanding of the subject and have high expectations. Mathematics teaching is satisfactory but not as good as English because teachers have less subject knowledge and expertise. Science teaching is the most variable, though still satisfactory. All other subjects are taught to a satisfactory standard except art, where teaching is usually good and occasionally very good. Nearly all teachers include elements of personal, social and health education in their lessons and they do so particularly well, recognising its importance and often linking it well to the subject being taught. All teachers also show a good understanding of the importance of introducing specific literacy skills into their lessons and teach them well. They teach numeracy skills to a satisfactory standard. Teachers plan well and the small size of groups means that individuals can be given the attention they need to ensure that they all have an equal opportunity to learn and make progress.

#### **OTHER ASPECTS OF THE UNIT**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	Good. There is a good emphasis on the important subjects of English and mathematics but there is also a much broader range of subjects than is found in many other units. It is good that religious education appears on the timetable for all pupils. The omission of a modern foreign language is a weakness of the curriculum as is the relative lack of music in most centres.
Provision for pupils with special educational needs	Satisfactory. Teachers know the individual needs of pupils well and show a good understanding of strategies that pupils respond to. There is not though a sufficiently clear link between targets set in individual education plans and what is taught in class.
Provision for pupils with English as an additional language	It is rare for the unit to have pupils who do not speak English as their main language. If such pupils are referred the unit makes use of the LEA service
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Pupils are given many opportunities to celebrate success. Many find contentment at the unit, recognising that their efforts are valued. They are encouraged to think deeply about their own, and others', lives. Pupils are given good guidance to help them adopt higher moral values and many opportunities are created to improve their social skills. There are many visits out of school to galleries and museums and English, art and religious education all contribute significantly to raising pupils' cultural and multicultural awareness.
How well the unit cares for its pupils	Good. Within reasonable limits the centres are places of safety and pupils are well looked after. Staff build up a very good understanding of pupils through good assessment procedures and very good guidance is



	provided through a handbook which outlines policy and procedures for monitoring and promoting high standards
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## HOW WELL THE UNIT IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is running this provision well. She has a good understanding of the complex issues affecting the unit. Change is being well managed and a strong team of teachers has been built up. Where there is a weakness is that the unit tends to operate as five separate centres rather than one larger unit. This is partly due to the fact that key staff are not assuming responsibilities across all centres
How well the management committee fulfils its responsibilities	Satisfactory. The committee has had few powers in the past but it has supported the headteacher well. It is presently being reorganised to reflect government recommendations more closely. This means that it is reflecting the opinions and needs of a greater range of agencies than was previously the case.
The unit's evaluation of its performance	Satisfactory. The headteacher maintains a good overview but much of the evaluation is informal and there is insufficient monitoring of standards in subjects across the centres.
The strategic use of resources	Satisfactory. The local education authority is presently conducting a 'best value review' of the unit. A very limited budget for resources is well managed. There are minor inefficiencies in the use of accommodation and deployment of staff.

The unit is generously staffed but there is a shortage of primary expertise and not enough mathematics and science specialists. The accommodation is satisfactory although much of it is old and there are signs of disrepair. Staff have succeeded in creating stimulating classrooms and making the buildings as welcoming as possible. There are sufficient learning resources for the limited number of pupils attending but as more pupils join the centres resources are becoming stretched.

## PARENTS' AND CARERS' VIEWS OF THE UNIT

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children are happy</li> <li>• They feel their children are well looked after</li> <li>• They believe their children to be being well taught</li> <li>• They feel that their children are being helped to return to school</li> </ul>	<ul style="list-style-type: none"> <li>• The only area in which more than one parent expresses any concern is over the uncertainties regarding reorganisation of the unit and the impact this may have on their children</li> </ul>

The inspection team agrees with the views of parents. It sympathises with them over their concerns regarding reorganisation but is reassured by the fact that change has been well managed in the past.

## PART B: COMMENTARY

*Throughout this commentary overall judgements refer to the Greenwich Pupil Referral Unit in its entirety. Where there are specific strengths and weaknesses individual centres are named. As a point of*

reference the individual centres are:

<b>The Hospital.</b>	<i>This has a base adjacent to the primary department where pupil who are sufficiently well can be taught in class groups. During the inspection there were no such pupils. Most of the teaching takes place either in a hospital classroom, on wards or in pupils' homes. Pupils can be of any age and involvement is often short term</i>
<b>The Primary Centre.</b>	<i>For pupils of primary age. There is a mixture of pupils, some part time and others full time. There is especially close liaison here with local schools and placements are often shorter term than at other centres.</i>
<b>The Woolwich Centre.</b>	<i>A new centre, formed this term from three smaller centres. For pupils in Years 7,8,9 and occasionally 10. This centre focuses on returning pupils, most of whom have demonstrated challenging behaviour prior to admission, to mainstream schools to complete their education.</i>
<b>The Foxhill Centre.</b>	<i>Mainly for pupils in Year 11 who have particularly challenging behaviour and often a past history of poor attendance.</i>
<b>The Briset Centre.</b>	<i>For pupils in Years 10 and 11 who are referred as being emotionally fragile, have medical problems or are pregnant</i>

## HOW HIGH ARE STANDARDS?

### The unit's results and achievements

1. Achievement is satisfactory overall. There has been an improvement in English, art and personal, social and health education since the previous inspection and standards in other subjects have been maintained. Factors enhancing achievement are good teaching in all of the centres and the fact that staff are helping pupils to come to terms with, and eventually overcome, the difficulties that have resulted in their initial referral. This is especially so with regards pupils' personal development, where the centres succeed in improving behaviour and helping pupils to develop more positive attitudes to work.
2. The main limiting factor in pupils' achievement is the reluctance of many to attend. This is particularly the case in Foxhill and is one of the reasons why pupils there, even though they are being taught equally well as at Briset, are not achieving as highly. In the hospital, this is not a problem and achievement is high. There is no difference between the achievements of boys and girls nor of pupils of different race. Small groups and a lot of well directed individual attention ensure that pupils of differing ability are faced with realistic expectations and the support they require to achieve success in the work being set.
3. Pupils achieve well in English. They are encouraged to put forward their own ideas with increasing detail and have many opportunities to express themselves. The youngest pupils remember words from previous lessons to describe characters in a Dickens' novel and find words to describe an aristocrat. At the Woolwich centre pupils on entry often have a limited view of characters in novels and plays, based upon their experience of watching television. However, they quickly respond to guidance and use their imagination to describe a wider range of characters, creating vivid descriptions.
4. At Foxhill, pupils discuss ambition as they study Macbeth. They share their thoughts and ideas well, relating their own experiences and aspirations to that of the character. At

Briset, higher attaining pupils make very good progress as they provide modern day translations to insults in a 'Midsummer' Nights Dream'. They also discuss the different ways that we talk, such as when making friends, and talking on the telephone. They prepare talks, evaluating each other's performance. Pupils are prepared to give their opinion about each other's performance such as advising each other to speak clearly and at a pace that can be followed easily.

5. Many pupils require support to overcome a reluctance to read but nevertheless make good progress. In the Primary centre, higher attaining and older pupils develop reading skills well, gaining information from the text to contrast the appearance of the two cities in Dickens' novel. The youngest pupils develop early word recognition skills guided by teachers and support staff. Although older pupils in the other centres have difficulty understanding plays, such as Macbeth, they benefit through reading the well produced support materials. They read this out aloud and it helps them to recognise the actual text, reading with greater accuracy and understand the underlying story.
6. Pupils make good progress developing writing skills. This includes note taking in science and describing solutions to problems in mathematics. Pupils up to the age of fourteen have regular opportunities to write in a wide range of styles. They understand that newspapers report events and create accounts of recent floods from their own perspective. Pupils progress from writing personal stories to develop more complex and creative accounts, assuming the identity of an imaginary character. Some older pupils are reluctant to write at length as part of their accredited work. However, by making good use of word-processing, most produce creative writing of increasing length and succeed in completing their course work.
7. Pupils achieve a satisfactory standard in mathematics, with most showing sound knowledge and skills with shape, number and data processing. Primary pupils name regular two-dimensional shapes and manipulate these into patterns. Many add and subtract 3 digit numbers and are developing their understanding of times tables. In the secondary centres they recognise specific characteristics and names of irregular shapes. They become confident in multiplying and dividing by 10s, 100s and 1000s thus demonstrating their improving understanding of place value. Higher attaining pupils are using algebra to solve problems. The higher attaining pupils are gaining success in General Certificate of Secondary Education (GCSE) and Certificate of Achievement examinations at the end of Year 11.
8. In science by the time they are 11, pupils' achievements are satisfactory. Although very few pupils achieve Level 4 of the National Curriculum, which is the expected average in mainstream schools, those who attend on a regular basis make steady progress in relation to past learning. In the Primary centre pupils learn about the skeleton, recognising that it grows to support the developing body. They make comparisons between embryonic skeletons and those of adults. At Woolwich, pupils effectively use skills they have learned in mathematics when they measure temperature and plot changes on a graph during an investigation about thermal insulators. At Foxhill and Briset achievement remains satisfactory and a significant number complete between 4 and 6 modules of accredited coursework. Some achieve merit and distinction passes in examinations. Few students are entered for the General Certificate of Secondary Education.
9. Achievement is satisfactory in information and communications technology. Some pupils make good progress in isolated tasks but the limited provision of sufficient resources makes it difficult for them to maintain this with consistency. Pupils develop basic skills as they use computers to support their work in a number of lessons. The youngest pupils, for instance, use the mouse to select a shape 'that does not have four sides'. Progress is best at the Woolwich centre, where pupils have begun to follow a discrete course. They make good progress in developing skills, for instance in designing posters and

manipulating images in art. In Briset and Foxhill pupils often make good progress in drafting and re-drafting English assignments for accreditation. Primary pupils obtain information about the human body from a CD Rom but otherwise progress with regards the use of computers for research is weak since there are not enough resources and centres have limited access to the internet.

10. Progress in geography and history is satisfactory. A good visit by primary pupils to the historic Cutty Sark combined good elements of both subjects as pupils learned about older forms of transport and walked the banks of the Thames. Secondary age pupils study both subjects as part of a combined humanities course, which also includes religious education. Each completed module of work is accredited and the majority of pupils achieve success in between two and five modules. Pupils learn about the Millennium Dome and the Greenwich peninsula during a local study module. At the Briset centre there is evidence of good progress being made in history as pupils develop a good understanding of life in wartime Britain. Displays of pupils' work indicate that they understand tourism and environmental issues in the National Parks and have used research skills effectively to investigate holiday destination such as Porto Cristo and Salou. Progress is satisfactory in religious education. Pupils gain an understanding of the major world religions, including their special ceremonies and places of worship. The oldest pupils focus more on moral issues, learning the values of honesty, conscience and friendship.
11. Progress in art is good. Overall, achievements are broadly similar to those expected in mainstream schools but some students, mainly at Briset achieve better than their peers in those schools. Secondary pupils follow the General Certificate of Secondary Education syllabus and achievement grades range from F to A\* with a significant number of students achieving C grade and above. A number of students have gone on to study art at further education college. Art displays show that pupils confidently use a wide range of media and techniques but there are limited opportunities for three-dimensional work and this limits the range of skills they develop. However, in the best practice, students use a limited range of three-dimensional materials such as plaster bandages and a project based on masks from around the world enables students to create three-dimensional masks using sketches completed during their research.
12. Pupils gain satisfactory practical skills in their technology lessons. At the primary centre pupils construct simple models from different materials and evaluate the respective properties of cardboard, plastic and metal. They learn about the nutritional values of different foods in food technology lessons. At secondary level they measure accurately to the nearest millimetre, design vehicles for energy efficiency and construct complex models, requiring them to follow plans and cut out and join materials such as medium density fibreboard. In Food Technology they follow a recipes, preparing ingredients, then mixing and cooking competently. They discuss the tastes of different spices and link their use to various cultures.
13. Progress is satisfactory in physical education. The Briset centre has its own gym and uses it to good effect helping pupils to improve their skills in indoor games and movement exercises. Pupils at the Woolwich and Foxhill centres are developing good table tennis skills, learning about attack and defence and the scoring system for games. All pupils benefit from a fitness course provided as part of their personal, social and health education programme. Progress is weaker at primary level where access to an outdoor facility belonging to a neighbouring school has been lost during improvement works. Pupils do not make progress in swimming because they have no opportunities.
14. Provision for personal social and health education was criticised by the last inspection but it has improved greatly since and pupils are making correspondingly greater progress. The new modules of work are varied and pupils are now exploring issues such as

'myself' and 'relationships' and developing a much better understanding of issues relating to sex, health and drugs education. Pupils also undertake an accredited first-aid course, developing an understanding of emergency procedures and everyday injury treatments. Pupils explore personal and sensitive issues in tutorial sessions and circle time. Primary age pupils learn about safety and how to dispose of fireworks correctly and secondary age pupils identify the most important qualities of friendship. Older students learn about group dynamics and are beginning to understand the roles people play in group situations.

15. Pupils do not achieve enough in music. They have limited opportunities to make music or appreciate the music of others. Pupils in the primary centre use percussion instruments to make loud and soft sounds and sing to the accompaniment of a guitar. The only experience that other pupils receive is to listen to popular music during art or technology lessons. This creates a relaxed mood for lessons and contributes towards promoting a good atmosphere for learning in lessons. However, pupils do not have sufficient opportunities to appreciate a wider range of music and this limits their cultural development.
16. Pupils do not have opportunities to learn a modern foreign language, consequently they cannot sustain their learning in the subject. This particularly affects the pupils who are expected to return to a mainstream school, since they fall behind their peers. It also restricts opportunities to learn about another European culture.

### **Pupils' attitudes, values and personal development**

17. Pupils who attend demonstrate a very good attitude to learning. They are clear that they like coming to the unit because they want to learn. For example, one pupil, on work experience, sent a message to ask for the current homework so that she could maintain the progress towards achieving accreditation. Senior pupils enjoy following their child care course at college and are looking forward to gaining qualifications. Encouragement, internal rewards and certificates mean a lot to them. Younger pupils are excited when they go on visits and take a great interest in all around them. They spontaneously thank the bus driver, pleased that they have had the opportunity to learn more about their locality. In art, some become so absorbed in their work that they elect to work through break. All senior pupils turned up for work experience during the inspection week, a testament to the effectiveness of preparation and pupils' desire to succeed. One pupil stated that the centre changed her life by overcoming her reluctance to attend school and allowing her to succeed well in examinations.
18. Most pupils behave well in lessons and around the centres. Although the buildings are in a weak state of repair pupils still treat them with respect. The high presence of staff helps create a secure atmosphere in which pupils are polite to one another and there is a virtual absence of bullying, sexism and harassment. Through effective guidance from staff, new pupils quickly learn to understand the need to follow rules and take turns. Pupils behave very well when they go on the many visits undertaken by the centre, this is especially important because it encourages teachers to plan more visits and reassures the hosts.
19. When pupils do misbehave, they usually respond well to correction, accepting their errors and evaluating their targets to improve behaviour. For example, a younger pupil accepted that he could not join playtime at a neighbouring school because he had not fulfilled the pre-condition to behave well in class to earn the privilege. A small minority of pupils has difficulty maintaining the expected standard of behaviour. Exclusion is a rare option. However the behaviour of two younger pupils was unacceptable during the inspection week and they were excluded from school for a fixed period.

20. Relationships are very good. Even when pupils have little in common, they treat each other with respect. For instance, at the Woolwich centre, more mature girls were observed showing tolerance and allowing a less mature boy to give his point of view in an English lesson. Through effective interventions from the teacher most pupils begin to consider each other's points of view, reaching an agreement and not arguing the point.
21. Pupils respond well to teachers' planning for them to work together. They rapidly come forward to offer help to each other when they are facing difficulty. This makes a strong contribution to the learning outcomes when they achieve a consensus to agree about the different ways of talking in English. They evaluate each other's performance well, providing advice to improve, such as being patient and listening to each other's contribution. Pupils respond very well in all centres to the relaxed atmosphere between lessons. They are pleased to play board games and sports such as table tennis and badminton, enjoying the exercise and the social occasion.
22. The unit is generally successful in improving attendance of the majority of its pupils. Many of the pupils with a history of poor attendance have personal targets to improve their attendance and are now regularly attending the centres. However, overall attendance figures are well below 90 % which is unsatisfactory and this has a negative impact on the progress of a significant group of pupils. Pupils with erratic attendance miss out on teaching and learning opportunities and in some lessons teachers have to repeat work missed by absent pupils thus interfering with the learning of others.
23. Attendance figures in some centres are significantly affected by the non-attendance of a few. The problem is greatest at Foxhill, which faces the problem of trying to get pupils, many of whom have spent long periods out of school prior to their referral, to re-engage at a time when many are more preoccupied with leaving school altogether. In all centres the staff provide a first day response if pupils do not arrive. Most pupils want to attend centres and try to arrive on time but the unpredictability of transport means that some pupils do not always arrive on time. Late arrivals are settled in quickly to ensure a smooth start to the day.

## **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

24. There is a good consistency of high quality teaching in the unit. During the inspection, almost one fifth was very good and well over a half good. Unsatisfactory teaching has been all but eliminated since the previous inspection and this represents a good improvement. Standards of teaching are broadly similar in all centres and, in each case, the number of good and very good lessons taught by individual teachers outnumbered the satisfactory ones. This quality of teaching reflects the headteacher's expectation of high standards. It results in pupils working hard and enthusiastically and this helps them to acquire the skills, knowledge and understanding they need to keep up with their peers in other schools, or for older pupils to achieve success in examinations.
25. English and personal, social and health education are particularly well taught. Mathematics and information technology are taught to a satisfactory standard but not as good as the teaching of English because most teachers have less specialist expertise in the subject. Science teaching is satisfactory overall but variable, ranging from very good to unsatisfactory. It was being taught during the inspection by a broad range of people, none of them specialists in the subject. All other subjects are taught to a good standard.
26. A strength of teaching is the way in which nearly all teachers include elements of personal, social and health education in their lessons, linking them well to other subjects

being taught. Teachers also show a good understanding of the importance of introducing specific literacy skills into their lessons and they teach them well. Opportunities to teach of numeracy skills are less consistently recognised. At the Woolwich centre teachers are increasingly using information technology to interest pupils and extend their learning, such as in an art lesson when digital cameras and computers were being used to create images. In the other centres the shortage of resources is limiting these opportunities.

27. Teachers plan well and the small size of groups means that individuals can be given the attention they need to ensure that they all have an equal opportunity to learn and make progress. There are occasions, however, when planning does not sufficiently pay regard to assessment and individual targets. The vague drafting of these targets is the main culprit here, as statements such as 'improve confidence with number' do not give a sufficient lead to the teacher, especially when that teacher is covering a lesson at short notice.
28. Teachers are using a good range of techniques to make lessons interesting and boosting pupils' confidence through the use of justified praise. Visits are often arranged and practical tasks help hold the interest of pupils. Wherever possible, teachers relate what they are teaching to situations that pupils can relate to. Teachers explain themselves well. In a good English lesson at Briset, pupils were given a clear understanding of what they would need to do to feed back the results of a paired discussion to the rest of the class. This gave pupils the confidence to attempt a difficult task.
29. Behaviour is well managed, especially at the Foxhill centre where the task is greatest. Pupils respond well to being treated in a mature fashion and respect the understanding that teachers have of their problems. The extreme behaviour of a minority of pupils at the Primary centre creates problems for a recently appointed teacher but most pupils in most lessons are still able to learn because disturbances are well managed, often with the intervention of the headteacher.
30. Teaching in English is good overall, and often very good. Teachers confidently promote basic literacy skills well through different subjects. For instance, they ensure that pupils talk and write about their findings in mathematics, explaining the home advantage to teams playing football. Teachers know that pupils' achievements vary significantly and plan literacy lessons effectively to provide suitably challenging work for all pupils. They work well with classroom support assistants to provide sensitive support, enabling them to stretch higher attaining pupils without discouraging pupils who are more reluctant to contribute. Teachers are skilled in asking questions to make pupils think. This works well in the class for the youngest pupils where a pupil, when challenged to describe an aristocrat, gave a spontaneous response, "that his skin looks like china". Pupils are often hesitant to participate at first but respond to good teaching and become much more involved in lessons. Lively lessons motivate pupils to want to learn more. At Foxhill videos are used to illustrate the different ways that Macbeth has been portrayed and the teacher's own recollection of plays she has seen, captivates pupils interest. At the Woolwich centre, pupils of different attainment and confidence participate effectively because of staff enthusiasm for the subject. Teachers are particularly adept at planning to support pupils who are new to the class, or have been absent. This enables the pupils to catch up, whilst maintaining the momentum of other pupils. Through enthusiastic descriptions that appeal to pupils' imaginations and a buzzing pace, they are carried along, with no opportunities to be distracted.
31. The teaching of Maths is always at least satisfactory and occasionally good. However, although the planning in individual centres is clear and ensures that pupils make progress the subject expertise of individual teachers is not always sufficient to inspire rapid

progress. Where it is best, such as in a lesson at Briset, good attention is given to the needs of individuals, there is a good range of planned tasks to include number, data handling and statistics and the lesson ends with homework being set. Pupils remain well motivated throughout because the teacher makes very clear the requirements of the exam syllabus they are following. Where teaching is satisfactory it is often as a result of lower expectations, reflected in the planning of extension activities which in reality are unchallenging time-fillers, as in a lesson at Foxhill.

32. Science teaching is satisfactory overall. In a good science lesson perceptive questioning enabled primary age pupils to demonstrate their knowledge about the human skeleton and interesting activities enabled them to compare the scan pictures of an unborn baby with a diagram of an adult skeleton. Good teaching ensures that at Woolwich, pupils understand scientific vocabulary when they learn about enzymes. Where teaching is very good at the same centre there are frequent references to past learning and experiences and these help pupils to make progress because they are using their knowledge and skills more effectively. All teachers ensure that pupils have suitable opportunities to carry out simple experiments; however, these are limited in some centres because there is no specialist accommodation. Teaching is unsatisfactory when the pace of lessons is slow and activities are uninteresting, for example pupils do not concentrate when they are asked to cut out diagrams from worksheets and copy from the board. Teaching in these lessons does not take sufficient account pupils past learning and questioning is not used to establish how much pupils have understood.
33. In information and communications technology, teachers show a satisfactory understanding of how to use computers to help pupils with their learning. They are beginning to develop more skills through a programme of staff training, led by the subject leaders. Where teachers have confidence and access to sufficient computers and programmes, they promote good progress. This is apparent at the Woolwich Centre, where teachers promote learning of basic skills through a systematic programme. There are good examples throughout the school where teachers plan to use technology to enhance learning; this is especially evident in the hospital. Teachers make particularly good use of word processors to enable pupils to overcome their resistance to writing stories of sufficient length. This helps them to complete their assignments for accreditation.
34. There is a high overall standard of art teaching but it is particularly good at Briset where teachers demonstrate very good subject knowledge, enabling them to anticipate pupils needs and promote improvements in their work. Teaching is enthusiastic and pupils are highly motivated, they try hard, concentrate well and persevere making very good progress. A good range of source materials such as real objects, books and prints are provided for students and this helps them to develop their skills when they work on a still life. Excellent displays of student's work are used effectively by the teacher to demonstrate techniques and provide encouragement. Students make good progress because teachers in all centres assess their skills and provide them with opportunities to develop basic techniques, which they have not acquired during their past schooling.
35. In history teaching is good. The strongest teaching, such as was observed at Foxhill, is characterised by good planning which incorporates individual targets for each pupil. It builds successfully on what pupils know already because the teacher is careful to check what has been remembered before the start of each lesson. A good combination of activities and resources is used to keep pupils interested and helps them to organise their recording. Good opportunities are recognised to get pupils to read aloud and to discuss their views and close attention is paid to helping them to relate their learning to their own lives, such as when pupils are told that the Blitz lasted about as long as their stay at the



centre. What weakens teaching is when pupils' concentration lapses and teachers let them introduce distractions.

36. Because of the modular approach to teaching history and geography, no geography teaching was observed but it is taught by the same teachers as history and on the evidence of pupils past work and teacher records it is of the same quality.
37. There is good teaching in religious education. Good attention is paid to previous learning when planning lessons. This creates good links and motivates pupils because they see the benefit of paying attention and get pleasure from showing off what they have remembered. There is also particularly good attention paid to the teaching of new vocabulary, the encouragement of reading and the promotion of high personal, moral and social standards.
38. Teaching is satisfactory for a limited range of musical activities in the primary class. A good range of home-made instruments is used to promote enthusiasm and careful attention is paid to the explanation of classroom rules and expectations. What weakens the teaching is the lack of clear learning objectives which leads, for instance, to opportunities being missed for improving pupils musical vocabulary and promoting discussion. No music teaching takes place in the other centres.

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

39. The Local Education Authority's curriculum policy emphasises the importance of pupils' social inclusion. The different centres meet the policy aims through an extensive programme of personal and social education and the provision of a broad, balanced and relevant curriculum, clearly linked in many instances to programmes of study determined by the National Curriculum and exam syllabuses.
40. For all pupils the curriculum shows an appropriate emphasis on the core subjects of English, mathematics and science. All centres also provide lessons in religious education, the humanities (geography and history), art, physical education, information technology, design and food technology. Music is taught to primary pupils. A common weakness is the lack of a modern foreign language and music for secondary pupils.
41. The most significant factor contributing to all pupils receiving a suitable education is the division of the unit into separate centres, each with its own ethos. This helps to ensure that the needs of individuals can be best met. In this way, pupils are grouped with others of their own age group. The oldest pupils are further divided into two groups, one whose problems relate more to their emotional state and the other to more extreme behavioural difficulties. This benefits the two groups of pupils who have very different needs. A strength of this system lies in its flexibility. This allows Year 10 pupils who have a realistic chance of returning to school to attend the Woolwich centre. It also means that pupils nearing the end of Year 9, but showing no signs of being able to return to school with a reasonable degree of success, can transfer to the Briset Centre.
42. There is a good, planned emphasis on the teaching of literacy skills. This is not confined to reading and writing skills as was the case at the time of the previous inspection. Pupils' speaking and listening skills are well developed throughout the curriculum. The teaching of numeracy and information technology skills is less well planned. In Science, for example, the skills of gathering numerical data and expressing these in tables or graphs, is sometimes not explicitly taught resulting in opportunities being missed to improve pupils' confidence with numbers. The use of computers in all subjects is underdeveloped. Only in the hospital teaching service or when information technology is specifically taught at the Woolwich centre, do pupils make clear progress with their skills in this area.

43. Since the last inspection the unit has implemented a very good programme for personal, social and health education and has established an appropriate sex education policy. The modules of work included in the programme are varied and provide very good opportunities for pupils to explore issues relating to their past and future lives, sex education and drugs awareness. Opportunities are effectively enhanced by the use of outside speakers, for example the school nurse and organisations such as Youth Reach.
44. There are good opportunities for pupils to undertake an accredited first aid course and a six week fitness course. The personal social and health education programme is a very effective part of a wide range of learning opportunities, which have been implemented to support pupils' personal development. Three of the four centres provide a breakfast club and at all centres there are good opportunities for pupils' social development at lunchtimes when a range of physical activities and leisure games are available. Tutorial sessions and circle time are used effectively to explore personal and sensitive issues and discrete lessons enable pupils to learn in a more formal setting.
45. A very good programme of activities outside of the unit exists. Pupils attend theatre performances, have visited the Millenium Dome and other places of historical, cultural and scientific interest. Primary pupils visited the Cutty Sark during the inspection. Such visits are strongly linked to the curriculum, enlivening it and improving pupils' motivation to learn.
46. Vocational and pre-vocational education is satisfactory overall, but there are weaknesses. All secondary pupils receive careers' education, many undertake good quality work experience and some attend college courses but the Briset and Foxhill centres have not developed vocational based accreditation such as GNVQ or NVQ courses. Limitations in funding weaken links with other training providers and there are insufficient links with the local college of further education.
47. The unit and local schools work together to successfully re-integrate many pupils. Many teachers attend Local Education Authority curriculum meetings and there are effective links with other organisations that provide support for children and young adults. For example The Greenwich Young Peoples Service, The Careers Service and Social Services. The unit also works closely with departments of the Local Education Authority such as the education psychology service.
48. Whilst pupils generally share equal opportunities and individual needs are well met, there is a weakness in that not all pupils have the same access to specialist teachers, particularly in mathematics and science, nor do they have the same access to specialist accommodation. For example, there are no science facilities at the Foxhill Centre and no design and technology facilities at the Woolwich Centre.
49. Pupils have good opportunities to express their feelings and are given the confidence to give opinions about their thoughts, for instance about a poem or book that they have read. One pupil who left last year wrote, "I never read real poetry and never understood it, but this part of the course changed that". Pupils respond particularly well to opportunities to consider the beauty around them. They are encouraged to believe in themselves and develop their ability to express themselves through art. They have good opportunities to learn more about world religions through religious education and personal and social education lessons. When younger pupils visited the local painted chapel, they expressed amazement at its beauty.
50. Provision for moral development is good. Pupils frequently discuss social and moral issues. They are made aware of targets to improve their behaviour and freely discuss their response to the measures. On the rare occasions when they do not achieve their

targets they accept that they need to try harder and that judgements are fair.

51. Many pupils have missed much time at school and welcome the opportunity to be with others in a welcoming and safe atmosphere. Lunchtimes provide a very good example of the high priority that each centre places on pupils' social development. Staff and pupils share lunch, engaging in mature conversation. The importance of good manners is stressed at mealtimes. There are good opportunities for pupils to take part in board games and active games, such as badminton. Adults set a good example to pupils in all centres and spend most of their breaks and lunchtimes with pupils.
52. A very good range of visits helps promote pupils' cultural development and broadens their horizons. This enables them to understand more about local and national identities. The high quality art provision encourages pupils to develop an interest in the subject beyond the school. They visit art galleries and these provide good opportunities for pupils to appreciate art from around the world. Pupils learn more about other cultures when they study customs and faiths in personal and social education and humanities lessons. There is a weakness in the limited provision to promote learning and appreciation of music.
53. There are good examples of planning to deepen pupils' understanding of other cultures. These include following recipes from other cultures in food technology and visiting the Globe Theatre to gain a greater understanding of performance at the time of Shakespeare. Staff are aware that pupils have limited experience of performance and have arranged a visit to see a production of, 'A Christmas Carol', to enable pupils to experience a present day theatre.

#### **HOW WELL DOES THE UNIT CARE FOR ITS PUPILS?**

54. Pupils are well looked after and happy. The good quality of support and guidance has a positive impact on pupils' personal and academic success both in the centres and for life beyond school. Staff have a strong commitment to the pupils and work hard to help them succeed academically and personally. The unit is successful in its mission to help pupils change and catch up with work. Parents have written to express their thanks for the significant improvements in their child that the unit has made.
55. Staff provide effective support for individuals, helping them to manage routines and achieve personal targets. Good support is established right from the start and regular reviews are held which involve professionals concerned with the child and the parents or carers. This support extends to assisting the process of re-integration and for older pupils preparing for work or further education.
56. There are effective systems for monitoring academic and personal development and records of achievements are maintained. Individual education plans contain both short and long-term targets which are regularly reviewed. Pupils are encouraged to self evaluate their own progress and are involved in setting their own targets. Pupil assessment is satisfactory overall. All pupils are assessed for literacy and numeracy on entry and teacher planning builds on this assessment. Subsequent progress is regularly assessed and record keeping is good. However, Individual Education Plans do not contain sufficiently precise targets to help teachers sufficiently in their planning and this occasionally results in pupils not being presented with work clearly matched to their needs.
57. Pupils with statements of special educational need progress well and all arrangements for their review comply with statutory requirements. There is a good range of

examinations at GCSE or Certificate of Achievement level for pupils about to leave school. A major concern is that pupils enter the service with very poor information on attainments provided by previous schools. Often, no records exist. This is highly unsatisfactory as it means that valuable time is spent establishing appropriate programmes for them.

58. High standards of discipline and behaviour are well promoted. Many pupils arrive with behaviour problems. These are effectively overcome to help pupils access the curriculum and succeed with examination courses. There are clear and agreed rules, which are consistently reinforced. Staff work very effectively with pupils and establish mutual respect and regard. Pupils comment that staff listen to and believe in them, change their attitude and help them to have a calmer outlook on life. What is achieved in promoting good behaviour with these students contributes well to progress they are making in developing their self-esteem and confidence. Where discipline problems arise, incidents are thoroughly reported and the unit has appropriate procedures to deal with them.
59. The procedures for monitoring absences and promoting good attendance are satisfactory. The fact that attendance remains unsatisfactory is more a reflection of the personal problems faced by pupils than the failure of procedures. The appointment of a home and school liaison teacher at Woolwich is a very good initiative, not yet being shared by other centres. Individual pupils' records are examined regularly and staff are very prompt in contacting parents when there are any concerns. Where possible strategies such as collecting pupils from home are used by staff and the unit works closely with the educational welfare service but not all centres have sufficient education welfare time allocated to be fully effective in raising attendance levels nearer to national expectations. There is good analysis of attendance, which indicates previous attendance in mainstream and helps to monitor progress. A good initiative is the setting of attendance targets, accompanied by a prominent wall display at the Foxhill centre, which serves to highlight the importance of attending.
60. Procedures for child protection and health and safety are good. The designated teacher has attended training and staff awareness is good. Staff are regularly provided with inset training and written guidance to assist them in their responsibilities. The policy provides clear guidelines and there are strong links with other agencies. There is an appropriate health and safety policy and regular checks are carried out. Fire safety procedures are in place and equipment properly maintained. First aid and medication arrangements are good and designated staff have appropriate training.
61. The quality of the midday meal at Foxhill is unsatisfactory and the portions insufficient. It is impossible to quantify the effect of this but food is a big motivating force for pupils and the quality of this food would not serve that purpose. In the other centres meals observed were better quality, and offered more choice.

## **HOW WELL DOES THE UNIT WORK IN PARTNERSHIP WITH PARENTS?**

62. The unit establishes a good partnership with parents. This is particularly enhanced at Woolwich by a liaison teacher. Parents' involvement in the educational development of their children is seen by staff as a crucial link in the support that is offered to pupils. This partnership is built upon the good relationships between parents and staff. Parents are generally happy with the unit and are supportive of its work. There is good communication between home and the centres by phone and letter. A useful information booklet is given to parents when pupils first start at the unit.

63. Staff regularly write reports on pupils' progress and parents receive copies. For those pupils who are at the unit more than a year, annual academic reports are provided. These contain helpful information about pupil's general progress and the development of skills, knowledge and understanding in the subjects of the curriculum or other educational experiences. They indicate some areas that pupils' need to work on and these combined with annual reviews help identify future targets.
64. There is particularly close verbal contact and parents are made very welcome. At the initial admission interview pupils and parents agree to adhere to the unit's expectations and to maintain good communication. Close liaison with parents is continued, especially over attendance and behaviour. Most parents attend review meetings and have copies of their child's weekly timetable. Parents are encouraged to support pupils with any homework tasks that are set.

## **HOW WELL IS THE UNIT LED AND MANAGED?**

65. Managing the unit forms only one strand of the headteacher's role, the other being the management of the borough's behaviour support service. This means that only about 60% of the headteacher's time is dedicated to the leadership and management of the unit. She does this well, showing a good understanding of how the provision is likely to develop in the future and the impact of current legislation and local education authority initiatives on this. There have been great changes, especially in the reorganisation of Key Stage 3 provision, and these have been managed very well, ensuring that the upheaval has had minimal impact upon pupils' learning. The consistently high standard of teaching reflects the clear priority for raising standards and has been achieved through highly effective selection procedures and, where necessary, the removal of ineffective teachers.
66. The best and worst aspects of the organisation of the unit are both seen in its organisation as five centres. The major strength of this is that each of the centres has a very clear identity and admits only those pupils for whom it can provide for well. In this way it overcomes one of the main problems facing such units; by ensuring that pupils are learning alongside others of similar age and with similar problems. The weakness of the system is that at present the centres are not co-operating sufficiently to benefit the unit. Each head of centre is ensuring that their own centre is being well led but subjects are not sufficiently co-ordinated across the centres, a weakness which is outstanding since the previous inspection. The weakness is further compounded by inadequacies in the sharing of information. For instance, whilst senior management team meetings are minuted these are not shared with all staff, resulting in the problems and triumphs of different centres not being fully understood by all.
67. The lack of subject co-ordination means that standards in subjects across the centres are not sufficiently monitored and staff expertise and resources are not being efficiently shared. Whilst the deputy maintains overall responsibility for health and safety, other important aspects of the unit, such as the curriculum, special educational needs, and staff training do not have a named co-ordinator. This imposes extra responsibilities on the headteacher and does not make the best use of well-qualified and well-paid staff.
68. The management committee has recently been reorganised to reflect recent recommendations by the government. This has resulted in a committee which much better represents the views of the community and the agencies working most prominently with the pupils. Its involvement in the local education authority's best value review is a very good development as it is providing a focus for its contribution in areas such as finance. The committee meets regularly, addresses a relevant agenda and minutes its meetings. The local education authority in its capacity as the 'appropriate authority' for the

unit has fully addressed weaknesses identified by the previous inspection and has now produced all the necessary documentation and policy to create clear guidelines for the development and delivery of the provision.

69. The unit's finances are accounted for well. Each of the centres receives a small budget for resources, and purchases are co-ordinated by one office. Each centre receives good information on remaining funds and the secretary in the main office keeps a sharp eye on each total to ensure that there are no errors. Most of the expenditure is required for essential resources such as paper, files and materials for subjects like art.
70. The Local Education Authority is undertaking a best value review of the provision within the unit. This is beginning to highlight the relative costs involved in operating centres, matched to the way that they achieve their aims, such as improving attendance and re-integrating pupils into school. It does, however, highlight the very small amount of funding for resource development against the total cost of the unit, with no flexibility for planning to make savings in one area to use effectively in another. This reduces the incentive to look for efficiencies within staffing or accommodation costs since the benefits will not accrue to the unit. As a result, each centre tends to obtain temporary staff in times of need rather than seeking support from other centres.
71. Development planning is weak. This is partly as a result of the unit having no facility to budget systematically for expenditure other than for resources. It is compounded, however, by weaknesses in the delegation of key staff. This results in a system of planning which is not sufficiently informed by the good data being collected through pupil assessment, the differing needs of each centre and the collective need of the unit. Planning is not identifying ways of making the best use of staff expertise or numbers to move between centres, sharing expertise and resources. With no provision to carry funds forward to the next year there is little incentive to provide long term planning and there is limited co-ordination of planning for subject resources. This means that there is little opportunity to monitor the effectiveness of expenditure in raising standards.
72. Staffing levels and expertise remain similar to those identified at the time of the last inspection. There are good numbers of teachers and support staff. However, teachers' expertise does not fully match the demands of the curriculum and expertise in mathematics and science is currently stretched. This contributes to progress in these subjects falling behind that in English, especially with regards secondary pupils. The unit currently has a significant number of teachers on long term sick or maternity leave and this is having an impact on the number of pupils of both primary and secondary age that can be admitted to the centres. A strength of the staffing is that all teachers show a good understanding of the problems being faced by pupils and the ways in which they can be helped.
73. The accommodation is satisfactory overall, though much of it is old and in disrepair. Despite this staff have succeeded in creating stimulating classrooms and making the buildings as welcoming as possible. There is a good amount of space at each of the four centres but there is a lack of specialist facilities for science at the Foxhill Centre and design and technology at the Woolwich Centre. The temporary loss of access to an outdoor facility belonging to a neighbouring school is limiting primary pupils' involvement in physical activities. The accommodation for staff and pupils at the Woolwich Centre is a big improvement on the accommodation they occupied at the time of the last inspection. There are generally sufficient learning resources to support teaching for the number of pupils attending the centres but there is a weakness with regards resources for information technology in all centres.

## WHAT SHOULD THE UNIT DO TO IMPROVE FURTHER?

74. In order to raise standards the local education authority, headteacher and management committee should now:

1. Pursue every possibility to raise the level of attendance by:

- ensuring that the full involvement of the education welfare service is made available to all centres, extending the home and school liaison initiative at Woolwich to all centres and setting individual attendance targets for each pupil, against which progress can be monitored (paragraphs 22, 23, 60)

2. Ensure greater co-operation between all centres and make best use of staff numbers and expertise by:

- nominating co-ordinators with responsibility across all centres for developing and monitoring each subject of the curriculum (paragraphs 66, 67, 72, 48)
- nominating areas of responsibility across all centres for senior staff: to include, for instance, the curriculum, special educational needs, staff cover, training (paragraphs 67, 72)
- making the minutes of senior management team meetings available to all staff (paragraph 66)

3. Reduce the uncertainty over the shape of future provision by producing a very clear, costed, unit development plan to include proposed accommodation changes and staffing levels. This to be informed by contributions from:

- the local education authority
- the headteacher
- the management committee
- the teacher in charge of each centre
- the co-ordinator for each subject

(paragraphs 67, 70, 71)

The following weaknesses could also be addressed in the unit action plan

The inclusion of a Modern foreign language and music for Key Stage 3 and 4 pupils (40)

Resources for information technology (9)

Vocational courses for older pupils (46)

Midday meal at Foxhill (61)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	49
Number of discussions with staff, governors, other adults and pupils	23

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	17	54	27	2	0	0

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

### Information about the unit's pupils

Pupils on the unit's roll	No of pupils
Number of pupils on the unit's roll	60*

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

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

### Attendance

#### Authorised absence

	%
Unit data	14

#### Unauthorised absence

	%
Unit data	10

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

\* numbers on roll fluctuate greatly, and from day to day in the hospital. Staff from the unit also work with pupils not attending the centres. The newly opened Woolwich centre was due to admit a further four pupils in the week following the inspection.



### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	47
Any other minority ethnic group	0

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### ***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
Chinese	0	0
White	2	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: Y1 – Y11**

Total number of qualified teachers (FTE)	22
Number of pupils per qualified teacher	3

*FTE means full-time equivalent.*

#### **Education support staff: Y1 – Y11**

Total number of education support staff	4
Total aggregate hours worked per week	120

### ***Financial information\*\****

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

**\*\***The unit does not have a devolved budget and there is no capacity to bring nor carry forward from one year to the next

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	50
Number of questionnaires returned	16

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	34	6	0	6
My child is making good progress in school.	74	13	0	0	13
Behaviour in the school is good.	46	26	0	0	28
My child gets the right amount of work to do at home.	41	46	0	0	13
The teaching is good.	81	6	0	0	13
I am kept well informed about how my child is getting on.	60	34	0	0	6
I would feel comfortable about approaching the school with questions or a problem.	100	0	0	0	0
The school expects my child to work hard and achieve his or her best.	100	0	0	0	0
The school works closely with parents.	94	0	0	0	6
The school is well led and managed.	81	6	0	0	13
The school is helping my child become mature and responsible.	81	13	0	0	6
The school provides an interesting range of activities outside lessons.	46	22	6	0	26

### **Summary of parents' and carers' responses**

Parents express a good degree of satisfaction with the unit. Several felt unable to comment because their children had only recently been admitted. Responses are more positive than at the time of the last inspection.