

## INSPECTION REPORT

### **ST EDMUND'S HOUSE PUPIL REFERRAL UNIT**

Maidenhead

LEA area: Royal Borough of Windsor &  
Maidenhead

Unique reference number: 131596

Headteacher: Miss Annette Jordan

Reporting inspector: Ms Margaret Julia Goodchild  
15918

Dates of inspection: 12 – 14 March 2001

Inspection number: 230063

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

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## INFORMATION ABOUT THE UNIT

Range of needs supported: Vulnerable, phobic, excluded or at risk of exclusion

Unit category: Pupil referral unit

Age range of pupils: 14-16

Gender of pupils: Mixed

Unit address: Ray Mill Road West  
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Appropriate authority: Local education authority

Name of LEA designated officer: Mrs Sandy Brown

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9075	J Baxter	Lay inspector		Attendance How well does the unit care for its pupils? How well does the unit work in partnership with parents?
23886	D McCarthy	Team inspector	Mathematics	Assessment
			Special educational needs	Finance
			Equal opportunities	
13054	M Pennington	Team inspector	Citizenship	Attitudes, values and personal development Staffing, accommodation and learning resources
			Careers	

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

### **INFORMATION ABOUT THE UNIT**

St Edmund's House Pupil Referral Unit serves the needs of pupils aged 14 to 16 who are vulnerable, phobic, at risk of exclusion, or who have been permanently excluded from mainstream schools. There are 27 pupils on roll (21 boys and 6 girls). Nine pupils attend the unit only, whilst 18 are dual-registered with mainstream schools. Additionally, the unit provides support for three pupils who are registered only in mainstream schools. The vast majority of pupils are of white heritage and no pupils are learning English as an additional language. Many pupils referred to the unit have fragmented educational histories and, as a result, their attainment on entry is below that expected nationally. Three pupils have a statement of special educational need (two for specific learning difficulties), the rest are at Stage 3 on the special educational needs register.

St Edmund's House is also the administrative centre for the education of pupils who are out of school, and the unit is an integral part of the Royal Borough of Windsor & Maidenhead's Integrated Pupil Support Service. Teachers provide short-term support to pupils returning to mainstream school, work with pupils in and out of school to promote positive behaviour, and offer advice and training on whole-school policies and on provision for pupils with behavioural difficulties. Prior to the local authority gaining unitary status, pupils out of school only received home tuition; as part of plans for supporting pupils' behaviour, work began in 1998 to enable pupils to take examinations and it was this which led to St Edmund's House being registered as a pupil referral unit.

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

St Edmund's House is a good pupil referral unit and it has developed rapidly. Funding arrangements are inadequate, limiting the amount of time that is allocated to pupils and hampering some necessary developments, but good quality teaching and the very effective leadership of the Head of Behaviour Support Services<sup>1</sup> and the Head of Integrated Pupil Support Services<sup>2</sup> ensure that the unit makes a significant contribution to the achievement and personal development of its pupils. The unit provides very good value for money.

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

- The Head of Behaviour Support Services and the Head of Integrated Pupil Support Services have a clear vision and are very effective in their management of the unit.
- All staff work together exceptionally well as a dedicated team, committed to developing and improving all aspects of provision.
- Teaching is of good quality; it promotes good progress within lessons and very good improvements in pupils' attitudes to learning.
- Pupils achieve well in English and mathematics, there are very good opportunities for pupils to gain qualifications in these subjects, and pupils are making good progress in information and communication technology.
- The unit has a very positive impact on pupils' personal development, resulting in significant improvements in behaviour and an increase in pupils' confidence and self-esteem.
- A great deal of care is taken to match the curriculum to pupils' individual needs, and

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<sup>1</sup> The Head of Behaviour Support Services co-ordinates the day-to-day work of the unit.

<sup>2</sup> The Head of Integrated Pupil Support Services oversees the work of the unit on behalf of the local education authority.

there are very good links with other agencies and with other educational establishments in providing for the education and welfare of pupils.

- Skilful financial management ensures that the unit achieves a great deal in spite of very limited funding.

### What could be improved

- The unit is not properly constituted as a pupil referral unit and there is no management committee.
- Wholly inappropriate funding arrangements hinder planning for further development, and the funding for excluded pupils is not reallocated to the unit as it should be.
- Pupils who attend only the unit receive insufficient curriculum time, limiting the subjects they are able to study and restricting their overall achievement.
- The accommodation is inadequate for its purpose and restricts the range of learning opportunities available to pupils.
- Pupils receive a limited amount of homework and there is no clear expectation of how much homework should be set.

*The areas for improvement will form the basis of the governors' action plan.*

### HOW THE UNIT HAS IMPROVED SINCE ITS LAST INSPECTION

This is the first time that the unit has been inspected.

### STANDARDS

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

Progress in:	by age 16	Key
English	B	very good A
mathematics	B	good B
personal, social and health education	B	satisfactory C
other personal targets set at annual reviews or in IEPs*	B	unsatisfactory D
		poor E

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

The unit's GCSE results in 2000 were a marked improvement on results in 1999: nine pupils gained one or more GCSE A\* to G grades in 2000. The best results were in English, where two pupils gained grades in the A\* to C range, nine gained A\* to G grades and one pupil also achieved an A\* to C grade in English literature. In mathematics, seven pupils were entered for GCSE and all gained A\* to G grades, one being at A\* to C. Pupils also gained qualifications in literacy and numeracy. Two pupils gained A\* to G grades in history; one pupil achieved five GCSEs and went on to study for three A levels.

Pupils are making good progress in English and mathematics, and in citizenship and careers lessons. The good progress pupils make in information and communication technology supports their learning in other subjects. Pupils with statements of special educational need are progressing well in overcoming their learning difficulties, and gifted and talented pupils make very good progress in lessons and good progress overall. Much work is being done to extend the range of qualifications open to pupils, and staff are extremely creative in using the



Internet to enrich and extend learning opportunities. However, the achievement of all pupils is restricted by the limited amount of time allocated to them – most who attend only the unit receive an average of six hours teaching a week – and by the narrow curriculum the unit is able to provide.

### PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the unit	Pupils have positive attitudes to learning and make very good improvements in their attitudes in their time at the unit.
Behaviour, in and out of classrooms	Behaviour in lessons and around the unit is very good; pupils are co-operative and respectful.
Personal development and relationships	Pupils make very good progress in their personal development within lessons, though limited time reduces the impact the unit is able to make. Relationships are very positive.
Attendance	The overall rate of attendance is unsatisfactory, although there are signs that it is gradually improving. The attendance of many pupils has improved since they were referred to the unit.

### TEACHING AND LEARNING

Teaching of pupils:	aged 14-16 years
Lessons seen overall	Good

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

The quality of teaching is good. Teaching was at least satisfactory in all lessons seen; it was at least good in 85 per cent of lessons, and very good in 15 per cent. Teaching is mostly good and at times very good in English and mathematics. Work is carefully matched to syllabus requirements, as well as to the different learning needs of individual pupils, including higher and lower-attainers. Pupils are effectively supported and guided in the development of examination coursework. Teaching is purposeful and expectations are high. Teachers use time and limited resources to good effect, ensuring that all pupils are equally involved in learning, and they manage pupils' behaviour very effectively. The teaching of literacy and numeracy is good, and teachers make good use of information and communication technology.

Pupils respond well and exhibit significantly improved attitudes to learning. They apply themselves well to a range of tasks, making every effort to complete the work that has been set for them. They make very good progress in their ability to work as a group, and they readily answer questions or read aloud in class.

## OTHER ASPECTS OF THE UNIT

Aspect	Comment
The quality and range of the curriculum	Pupils who attend only the unit have restricted learning opportunities because the curriculum does not meet national recommendations for a pupil referral unit. It is, however, very well organised within the limited time available and staff are creative in seeking ways to extend pupils' opportunities to gain qualifications.
Provision for pupils with special educational needs	Teachers pay careful attention to matching work to pupils' individual learning needs and this enables them to make good progress. Pupils with statements are well supported and have very good opportunities to integrate into mainstream school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Within the limited time available, the unit makes very good provision for pupils' personal development. High quality relationships with teachers do much to raise pupils' self-esteem. Citizenship and careers guidance make very good contributions to pupils' moral and social development, enhancing the very strong moral code in the unit. Teachers are excellent models of consistency, respect and fairness.
How well the unit cares for its pupils	The unit provides a good standard of care for pupils. The warm, inclusive and non-threatening atmosphere engendered by staff motivates pupils well and contributes significantly to their welfare. The management of pupils' behaviour is very effective and overall systems for monitoring pupils' development are good. Procedures for assessing pupils' attainment are satisfactory.

The unit promotes good relationships with parents and involves them appropriately at various stages. They are kept well informed about their children's overall progress and value the regular communication from staff, although termly reports do not provide sufficient information about pupils' skills, knowledge and understanding.

## HOW WELL THE UNIT IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The managers of the unit provide very effective leadership and other key staff fulfil their responsibilities very well. Teamwork within the unit is a major strength.
How well the local education authority fulfils its responsibilities	Admissions procedures and the system of regular management meetings are positive features in the local authority's leadership of the unit. However, St Edmund's House is not properly constituted as a pupil referral unit, it has no management committee and unsatisfactory funding arrangements.
The unit's evaluation of its performance	The unit's managers have a very clear awareness of existing strengths and of what needs to be done to develop provision further.
The strategic use of resources	Staff make very good use of the limited resources available to them, and skilful management of funding enables the unit to achieve a great deal on very little. Every effort is made to achieve best value for money.

There are sufficient staff to teach the current curriculum. Accommodation is inadequate and places limits on the subjects that can be taught. Learning resources are limited and insufficient to support further development.

### **PARENTS' AND CARERS' VIEWS OF THE UNIT**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Most parents are pleased with the standards the unit achieves.</li> <li>• They appreciate the level of individual support and encouragement their children receive.</li> <li>• They are aware that their children have gained a great deal in confidence in their time at the unit.</li> <li>• They generally feel well informed about how well their children are doing and find staff very approachable.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents would like their pupils to receive more homework.</li> <li>• Some parents are concerned about the limited teaching time their children receive.</li> </ul>

Inspection findings confirm parents' positive views. Pupils would benefit from more homework, and expectations for the amount of homework that should be completed need to be communicated to parents and pupils. Pupils' learning opportunities are limited by the amount of time allocated to them, especially where they attend only the unit.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The unit's results and achievements**

1. Pupils enter the unit with below average prior attainment and many have limited basic skills so that, although they make good progress in the subjects that are taught, their overall attainment remains below that expected for their age. Pupils achieve well in English and mathematics, and they are making good progress in citizenship and careers lessons. All pupils are making good progress in information and communication technology. Their overall achievement is restricted, however, by the limited amount of time allocated to them – pupils who attend the unit receive an average of six hours teaching a week – and by the narrow curriculum the unit is able to provide. Within the confines of the limited time and resources available, much work is being done to extend the range of qualifications open to pupils, and staff are extremely creative in using the Internet to enrich and extend learning opportunities.
2. The unit's GCSE results in 2000 were a marked improvement on results in 1999: nine pupils gained one or more GCSE grades at A\* to G in 2000. The best results were in English, where two pupils gained grades in the A\* to C range, nine gained A\* to G grades and one pupil also achieved a grade A\* to C in English literature. A number of pupils were successful in achievement tests at various levels in literacy. In mathematics, seven pupils were entered for GCSE and all gained A\* to G grades, one being at A\* to C. Pupils also gained accreditation in numeracy through achievement tests at Levels 1, 2 and 3. Two pupils gained A\* to G grades in history; one pupil achieved five GCSEs and went on to study for three A levels.
3. In English, good quality teaching and pupils' positive attitudes to learning enable them to achieve well. By the age of 16, lower and average-attaining pupils are working towards the Certificate of Achievement in English or lower grades at GCSE, whilst higher-attaining pupils are working within the requirements of the highest grades at GCSE and making very good progress. Pupils speak readily in response to questions and are able to communicate their views effectively. They listen carefully and show respect for others' comments and opinions. Higher-attaining pupils use a wide range of vocabulary in conversation and in discussion. Most pupils read fluently; lower-attaining pupils hesitate in response to some unfamiliar words but generally readily attempt the pronunciation of words that are new to them. Pupils express preferences about what they have read and show knowledge of the main ideas, events and characters. Lower-attaining pupils and those with specific learning difficulties spell some words incorrectly, but the spelling of most pupils is phonetically plausible. Pupils with statements of special educational need make good progress over time and it is clear that they are being helped to overcome their learning difficulties.
4. Most pupils arrange their writing in paragraphs and sequence their ideas logically. Lower-attainers use a limited range of punctuation, mostly full-stops and capital letters, but others use commas and quotation marks appropriately. Lower and average-attaining pupils are able to extract information from set texts and use it in their own writing, for instance producing diary extracts from the point of view of a character in a book they are studying; their work shows that they have understood the plot and some motives of the main characters. With help, they can explain a range of figures of speech, and they see causes and effects in stories they have read. Average-attaining pupils write at reasonable length, show a growing understanding of themes and begin to

consider some aspects of literary technique. This was evident in thoughtful comparisons between the articles and layout of two car magazines, and in an essay comparing and contrasting different attitudes to love in a number of poems. The fact that the subject in one of the poems travels across the sea and land to meet the one he loves was used as an appropriate example of the way the poet 'gives the impression that love is worth effort and sacrifice'. Analysis also included some effective interpretation of imagery, for instance, through the selection of 'the startled little waves that leap in fiery ringlets from their sleep' to show that 'the description of the landscape is passionate and romantic, making him (the subject) also appear this way'. Higher-attaining pupils write fluently, engaging the reader's interest, and make good use of a range of grammatical structures and a wide vocabulary. Information from the text is used to very good effect in their work to support thematic and detailed technical analysis, and their essays show a sophisticated grasp of the link between form and content.

5. In mathematics, pupils achieve well because the quality of teaching and learning is good. By age 16, pupils have a good understanding of number; for example, they write large numbers in words, they add and subtract decimals and fractions, and write algebraic expressions. Higher-attaining pupils use formulae to calculate quadratic equations and lower-attainers convert fractions into decimals and percentages. Pupils make good progress in their knowledge and understanding of shape and measures. They understand ratio and proportion and apply this knowledge to tessellate in three dimensions. Higher-attainers use rules of trigonometry to calculate sine, cosine and tangent and lower-attainers know the properties of flat shapes and solid shapes. Pupils also achieve well in handling data, interpreting results from line graphs, pie charts and bar charts accurately. Higher-attainers use graphs to show the changes in the depth of water when pouring it from a cylinder over time, and lower-attainers use results of surveys to draw bar charts accurately. All pupils are increasing their application of mathematics, to everyday situations, such as carrying out a survey in a local do-it-yourself store to calculate the cost of decorating a room. They are also making good progress in mental mathematics, particularly in their knowledge and use of tables. Pupils become less reliant on calculators and are more willing to estimate and approximate their answers instead.
6. In citizenship and careers lessons, pupils' self-awareness and personal skills are below average by the age of 16, but they learn well, make good progress within lessons –often from a very low base – and achieve satisfactorily overall. For example, pupils are better informed about choices for healthy living and their personal relationships, more knowledgeable about managing money, and more self-reliant in solving problems. They become more confident socially, for example in working together and in expressing personal views to others. Achievement is not yet good, however, because there is so little time available for teachers to increase pupils' knowledge and understanding and to develop their skills.
7. Pupils with statements of special educational need make good progress in English, mathematics and information and communication technology because teachers provide good support to enable them to learn more effectively. Staff pay careful attention to matching work to pupils' different needs and levels of attainment. All pupils make good progress against the broad targets in their individual education plans (IEPs), but a lack of specific targets makes it impossible to measure progress against IEPs. In spite of this, a combination of good teaching, overall goals for each pupil in relation to examination results, and targets in termly reports to parents encourages pupils to apply themselves and to achieve as well as they can in the time provided. Gifted and talented pupils receive much support in the form of advice and through extension work,

especially backed up by study opportunities on the Internet: this goes some way to overcoming the limited amount of teaching time pupils receive.

8. Most parents are pleased with the standards their children are now achieving. They say that pupils are making better progress than in mainstream school because they are trying hard due to the individual help and care which teachers provide. Pupils themselves believe that they are making good progress in the subjects that are taught but they regret the narrow range of subjects available to them at the unit. A minority of parents express concern at the limited amount of teaching time their children receive and this view is supported by inspection findings. Pupils' progress is good in the subjects that are taught but their achievement is in a much narrower range of subjects than that recommended for the curriculum of pupil referral units nationally.

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

9. Attitudes to learning are good and pupils themselves say that they are significantly more interested in learning than before they came to the unit. The attitudes of many are transformed by the good teaching and the very good personal attention they receive. They expect to work hard and to concentrate on learning and are keen to develop their skills. Pupils interviewed during the inspection expressed very positive views about the unit and the impact it is having on their development.
10. Behaviour is very good. Pupils are clear about how they should behave. They become increasingly aware of the impact of their words and actions on others. Relationships between pupils, and between pupils and adults, are very good. Everyone at the unit shows mutual respect, and pupils are polite and co-operate well. They value each other's points of view and listen thoughtfully to others' contributions in lessons. There is no evidence of aggressive or racist behaviour.
11. Pupils make very good progress in their personal development in lessons, through experiencing academic success and especially through the very good relationships they have with teachers. Parents comment on how much their children have grown in confidence since being referred to the unit and appreciate the impact this is having on their learning. Some pupils are more self-confident than others, for example, working by themselves at the computer for long periods during lessons and seeking advice only when they need it. Others are still not so confident on their own, but stay on task conscientiously, responding well to the teacher's support. All make significant progress towards independence, often from a very insecure base. They show increasing confidence when working in groups and, are able to collaborate on tasks and share ideas responsibly. Most respond well to the new opportunities provided for them on their day-visits to college, although some pupils have insufficient confidence to cope with college or to face integration into mainstream school. Many pupils – especially those who are less confident – would benefit from spending a much greater proportion of their time at the unit.
12. The attendance rate at the unit for the year prior to the inspection was unsatisfactory. Both authorised and unauthorised absence figures are high, giving rise to an overall attendance rate of 70.2 per cent. In spite of these figures, progress has been made in that the individual attendance rate of most pupils is much better than it was before they came to the unit. In addition, scrutiny of individual pupils' weekly attendance sheets shows that the attendance rate overall is making slow, but steady, improvement as pupils become familiar with the unit and enjoy their learning experiences there. Despite some problems with taxis not always delivering pupils on time, lessons start promptly and pupils are punctual in getting into lessons once they arrive at the unit.

## HOW WELL ARE PUPILS TAUGHT?

13. The quality of teaching is good and makes a major contribution to the good progress that pupils make and to their personal development. Teaching was at least satisfactory in all lessons seen; it was at least good in 85 per cent of lessons, and very good in 15 per cent. Pupils respond well to the good quality teaching, and they benefit a great deal from the positive atmosphere in the unit and from the very positive relationships that exist between teachers and pupils.
14. Teaching is good overall in English and sometimes very good. Teaching enables pupils to make good progress because work is carefully matched to examination syllabus requirements, as well as to the learning needs of individual pupils. Pupils are effectively supported and guided in the production of an appropriate range of coursework, and their work is regularly marked, often with helpful comments explaining how a particular piece of writing could be improved. Pupils are involved in evaluating their own performance, and the redrafting of written work is used to very good effect to improve the quality of pupils' writing and its presentation. Teaching is purposeful and expectations are generally high. Teachers use time and limited resources to good effect, ensuring that all pupils are equally involved in learning, and they manage pupils' behaviour very effectively. They make good use of information and communication technology and pupils are encouraged to use the Internet as a research tool. A reasonable amount of homework is set and higher-attaining pupils clearly spend a considerable amount of time in independent study, but there is scope for most pupils to undertake more work at home in order to supplement the time they spend at the unit.
15. Where teaching in English is very good, planning and activities are accurately targeted to pupils' individual learning needs. In a session where a pupil quite new to the unit experienced difficulty in pronouncing the word 'biting', the teacher picked up on this and talked about the difference between the pronunciation of 'biting' and a word such as 'hitting'. Using a range of examples, he skilfully brought the pupil to the point where he was able to recognise for himself that there is a rule of pronunciation for single and double consonants in the middle of words. Through continuous assessment and identification of the pupil's difficulties, he then moved on to some useful work on vowels and consonants. Where teaching is very good and often where it is good, relationships between teachers and pupils are exceptionally sensitive and ensure that there is a close connection between pupils' academic and personal development. A careful combination of challenge, encouragement and praise ensures that pupils move beyond their previous level of understanding to experience distinct gains in knowledge and, thus, increased self-esteem. Where teaching is at least good, teachers are skilled in asking questions and motivating pupils to take part in discussions; they challenge pupils and provoke them to think more deeply. Where teaching is satisfactory, teachers are well prepared and work is relevant to pupils' learning needs, but planning focuses more on the activities to be covered than on learning objectives or the needs of individual pupils, relationships with pupils are less warm than in other lessons, and occasionally the pace is rather slow so that pupils' concentration wanes slightly.
16. Pupils exhibit significantly improved attitudes to learning in English and their writing shows that they take their work seriously. In lessons, they apply themselves well to a range of tasks, making every effort to complete the work that has been set for them. The vast majority of pupils behave very well and no unsatisfactory behaviour was seen during the inspection. Pupils make very good progress in their ability to work as a group, whether brainstorming a set topic or discussing something they have read. They enjoy speaking about their own experiences and airing their views. They recall and

apply their prior learning when prompted to do so and show interest in technical aspects of texts they are studying. They respond readily, whether answering questions or agreeing to read aloud in class. With support, they are able to move beyond the literal meaning of pieces of writing and engage in analysis. Higher-attainers do this more independently and offer sophisticated interpretations in discussion and in their writing. Some pupils lack confidence in basic organisational skills, for instance expressing concern about which parts they should underline and struggling to cope with the idea of information being organised in alphabetical order, but they trust their teachers enough to be able to move beyond their previous limitations. All pupils, including those with specific learning difficulties, make very good use of information and communication technology to hone their writing, carefully adjusting their choice of vocabulary and making final pieces much crisper and more precise than their early drafts.

17. The quality of teaching and learning is good in mathematics and occasionally it is very good. Where teaching is good, lessons are brisk and lively, pupils have good opportunities for discussion, the teacher provides individual work tailored precisely to the learning needs of pupils and uses a variety of strategies to ensure that pupils are well focused and remain interested in the lesson. Pupils in all lessons listen carefully to their teacher and each other, and the teacher always sets high expectations so that pupils achieve well. Where teaching is very good, the teacher makes very good use of information and communication technology and is enthusiastic about its use. This inspires pupils to learn to their maximum potential as they thoroughly enjoy these activities and try their hardest. For example, one pupil was fearful of calculations involving decimals and fractions. The teacher demonstrated a range of computer activities with the pupil to ensure that learning was fun and the pupil quickly engaged in ordering and sorting numbers to two places of decimals. This resulted in an increase in confidence as the pupil experienced a high degree of success, making very good progress during the lesson. The teacher also ensures that literacy skills are well developed by working on reading, writing and spelling of mathematical language and supports pupils in developing good speaking and listening skills. Pupils' work is always well presented but it is not always marked and they do not always receive sufficient homework to consolidate their learning.
18. Citizenship and careers guidance are taught well. Teachers plan lessons well, and relationships and pupil management are very good. Very good use is made of expertise from the community, as in a citizenship lesson in Year 11 led by the police liaison officer on drug awareness. In this lesson, in the format of the 'Who wants to be a Millionaire?' quiz programme, pupils showed very good gains in self-confidence. Two pupils in particular, previously very withdrawn with little self-esteem or confidence to speak openly, were able to participate fully in the game and articulate responsible personal views on the dangers of drugs and on making informed choices. In a careers lesson, the teacher helped pupils become more aware of their own practical skills and personal interests, and developed their literacy and group skills by creating the conditions in which they listened well to each other and freely contributed their own ideas to the group discussion.
19. Pupils with special educational needs are taught well. Teachers use their knowledge of pupils' individual strengths and weaknesses to tailor mathematics and English tasks precisely to their needs and they provide on-going checks throughout the lesson on the progress they are making, providing pupils with positive feedback on their performances and clarifying any misunderstandings along the way. This ensures that pupils always make good progress, remain highly focused on their work and try their hardest. The learning support assistant is not always used well in lessons where pupils are absent,



although she normally provides good individual help to pupils with additional learning difficulties.

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

20. The amount of time allocated to pupils at the unit is very low – they attend for between 1.5 and 6 hours a week – and the subjects offered are narrow, concentrating on English, mathematics, citizenship and careers. Information and communication technology is used extensively within other subjects. The curriculum does not, therefore, meet national recommendations for pupil referral units, and the local education authority's curriculum policy does not state how recommendations are to be met. As far as possible, the unit puts together an individualised package for each pupil from a combination of time at the unit, part-time attendance at college and/or school and possible work experience. Pupils who are only registered at the unit are allocated a number of hours a week at the local further education college and in some cases also undertake work experience. However, only five pupils in total are currently electing to attend college and four are engaged in work experience. Most pupils who are dual-registered with local schools are non-attenders or irregular attenders at mainstream and tend not to take up the opportunity to attend college. The vast majority of pupils take up only the teaching time allocated to them at the unit, so that their learning opportunities are consequently narrow.
21. Pupils are prepared for Certificates of Achievement in English and mathematics in Year 10 and have the opportunity to take GCSE in these two subjects in Year 11. They are able to take achievement tests in literacy and numeracy on demand and they are encouraged to move on to higher papers once they are ready. Last year, pupils were also entered for history GCSE. A small number of pupils who are dual-registered with mainstream schools are taking additional GCSEs at unit. Staff provide very effective support to pupils who are capable of undertaking a wider range of GCSEs than those available at the unit, by working with mainstream schools and exploring other means to find opportunities for studying extra subjects. A higher-attaining pupil in Year 11 is studying for additional GCSEs, including science, at home and a Year 10 pupil is learning French and German with the assistance of a private tutor. Although both are working on these subjects outside their time at the unit, they receive a great deal of encouragement in their study and staff show interest in the totality of what they are attempting to achieve.
22. Pupils' achievement is limited by the amount of time available to them and by the narrow range of subjects, but their experiences during the time they spend at the unit are very positive and make a significant impact on their development. Curriculum co-ordination is very effective; the co-ordinator provides most thoughtful oversight of all that is taught and is exploring many avenues in an attempt to improve the opportunities available to pupils. Very careful consideration is given to the best forms of accreditation to follow – for example, which syllabuses will best suit the needs of the pupils – and excellent use is made of the Internet as a means of extending pupils' learning opportunities. The curriculum co-ordinator is currently researching the possibility of pupils following a GNVQ (General National Vocational Qualification) at Intermediate Level in information and communication technology, through the Internet, which would be the equivalent to four GCSEs. Higher-attaining pupils are provided with extension activities in mathematics through Internet sites.
23. Curriculum planning is very good in English and good in mathematics. In English, pupils experience a variety of learning activities within the time allocated to them and have very

good opportunities to gain qualifications in the subject. They regularly practise their speaking and listening skills, write for a range of purposes and read for information, as well as studying some literary texts. Information and communication technology is used very effectively to support pupils' learning. The mathematics curriculum is well conceived with good opportunities for all pupils to gain qualifications in the subject. The curriculum is enriched through the use of the Internet to extend higher-attaining pupils' learning, through the good use of local shops to plan budgets and the good use of the grounds of St Edmund's House to carry out surveys.

24. Overall curricular opportunities for pupils with special educational needs are good within the confines of the time provided. The specialist teacher for specific learning difficulties provides good support and liaises closely with mainstream teachers. Opportunities for these pupils to integrate into mainstream schools are very good and local schools are very pleased with the support arrangements provided by the unit.
25. The unit concentrates primarily on preparing pupils for life after compulsory education rather than returning them to unit, though a small minority have returned. Staff liaise closely with local colleges to try to access accredited courses, though qualifications on offer to pupils from the unit through college are currently very limited. A small number of pupils are undertaking a course in preparation for work at the local further education college but most opportunities at college consist of taster courses. The unit is currently negotiating for vulnerable pupils in particular to be offered places at an agricultural college, as they tend not to respond well to existing provision on offer at the further education college.
26. The citizenship and careers guidance programmes are co-ordinated well by committed staff who have a clear idea of the importance of these strands of the curriculum to pupils' development. The programmes provide pupils with the necessary knowledge, understanding and personal skills which help them either to return to mainstream education, or, in most cases, to take the next steps towards training and employment. All pupils have equal access to these opportunities.
27. The citizenship programme is suitably relevant and varied and is enhanced by very good input from the community, such as the police and health services. Planning is satisfactory, but is still in its early stages and does not yet include effective monitoring and evaluation procedures.
28. The careers guidance programme is good. It uses the STEPS (support team for educational proficiency) scheme for the effective development of key skills, and incorporates very good developing links with local further education colleges in which pupils may spend one or two days each week on taster courses, and with the local education business partnership who arrange careers interviews and work experience placements.
29. Links with the external careers providers and the local further education colleges are excellent. Staff work very well together to promote pupils' growing self-confidence in other social settings. Pupils benefit from well-organised careers interviews and work experience placements, and close, daily contact between the unit and the colleges ensures that pupils' attendance and personal development are monitored closely.
30. The unit has very strong links with mainstream schools through the Behaviour Support Service and Integrated Pupil Support Services, and mainstream schools speak highly of the support they receive. The programmes provided for each pupil are fairly individualised and in some cases involve other services. There are links with health

education and with the youth offending team, and very strong links with the Adolescent Unit. Good use is made of the opportunities provided by a range of external professionals to enhance the curriculum. For example, the police visit the unit and contribute to the citizenship course, and the local sports centre gymnasium manager has visited to talk about choosing healthy ways of life.

31. Where they are able to take up the opportunity and where placements can be found, pupils take part in on-going work experience. There are good links with the education business partnership and some examples of good collaboration with businesses, for example, Scottish & Southern Electric have offered support placements including mentoring. Work is on-going to develop links between work experience, college attendance and vocational training opportunities, and staff are reviewing a motor mechanics course, provided by a local charity organisation, to see if this would be of interest to enough pupils to make it viable.
32. Extra-curricular opportunities are limited by time constraints and funding, and this is one of the areas that managers would like to develop. In the last year, some pupils went on trips with mainstream schools; a Year 10 group visited the library; two Year 10 pupils attended the Tomorrow's World exhibition at Wembley Arena; a mixture of Year 10 and 11 pupils visited the theatre; a group of Year 10 pupils visited B&Q to plan and price out goods to decorate their own bedrooms; and some pupils sampled rock climbing.
33. Within the confines of a limited curriculum, the unit makes very good provision for pupils' personal development, and satisfactory provision for their spiritual development. High quality relationships between teachers and pupils do much to raise pupils' self-esteem, and make them feel that they are valued. They are encouraged within lessons to express their views and enabled to make substantial gains in confidence through the secure atmosphere that has been created. Pupils interviewed expressed their confidence in the capacity of the staff to deal effectively with any difficulties that might arise and it was evident that they felt safe to relate with others without fear of bullying or insensitivity. Careful grouping of pupils ensures that the social mix within classes is supportive of pupils' social development and this enables them to develop better friendships than are often seen in pupil referral units. In English, an emphasis on discussion encourages pupils to develop their own points of view and they have opportunities to reflect upon and write about their own experiences, as well as reading about the thoughts and feelings of well-known poets and authors. Provision for cultural development is satisfactory. Very good use of videos in English exposes pupils to dramatic performances that they might otherwise not have a chance to experience and contributes to their cultural development. A limited number of trips have also given pupils access to cultural experiences.
34. Citizenship and careers guidance make very good contributions to pupils' moral and social development, enhancing the very strong moral code in the unit. Teachers are excellent models of consistency, respect and fairness. Activities at the unit, and experiences at college and on work experience placement, promote the development of self-awareness and social skills.
35. The unit's managers recognise the need to extend the curriculum opportunities open to pupils. Planned curriculum developments include furthering links with further education providers and community projects, extending the range of subjects taught at the unit, changing the timetable to allow greater access to the curriculum, and developing work-related learning packages. Necessary developments are hampered, however, by shortage of space at the unit and by the inadequate funding arrangements. These two factors make it difficult to see how the unit will move to full-time provision for excluded

pupils by 2002; it is the intention that pupils will make up their time with college and work experience, but more time is also needed at the unit to support pupils' all-round development and time at college is only viable if pupils can be encouraged to take up the opportunity.

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

36. The unit provides a good standard of pastoral care for pupils. The warm, inclusive and non-threatening atmosphere engendered by staff motivates pupils well and contributes significantly to their welfare. They are valued and regarded as adult equals, which for many of them is an important development in their lives.
37. Health and safety are given appropriate priority, with input from the local authority, and fire drills are held each term. Risk assessments and health and safety audits are undertaken regularly and all staff have had training in health and safety awareness. One member of staff has an up-to-date certificate in first aid and procedures for child protection, which are in accord with the procedures laid down by the Area Child Protection Committee, are fully understood by all staff.
38. Procedures for monitoring and promoting attendance are good. There is instant follow-up by telephone with parents and guardians if pupils do not arrive in the unit when they should do and a letter is sent home if two sessions are missed without reason or explanation. Staff are committed to improving attendance rates and the managers of the unit believe that attendance will automatically improve when pupils have the incentive of an extended curriculum. A new education welfare officer commenced employment during the week of the inspection. In the two days she had been in post she had already identified areas where she will be able to work to support the unit and help it achieve its aim to improve the rate of attendance.
39. By implementing the behaviour policy corporately and consistently, the high expectations of all staff result in the very good behaviour observed in the unit. The points system for good behaviour and achievement is cumulative and results in reward vouchers being presented to pupils on a weekly basis. These are highly valued by pupils and their enjoyment in spending the vouchers is an incentive for them all to do well. Pupils' behaviour, personal development and attendance are monitored thoroughly in a variety of different ways. This results in effective and appropriate support to each pupil. One of the unit's strengths is the way it recognises each pupil as individual and different. It strives to cater for their specialised needs individually whilst at the same time successfully creating an atmosphere of community and corporate purpose.
40. Another strength of the unit is the way in which a number of professionals from other agencies work in harmony with unit staff to provide very effective support to pupils. Liaison is of very good quality and this co-operation adds greatly to the pastoral support and care afforded these young people. Valuable half-termly multi-agency reviews include input by a large number of individuals to provide background information and a full update on pupils' overall development.
41. The unit has difficulty in obtaining full baseline assessment information on excluded pupils from some secondary schools to enable teachers to plan effectively. Good systems are in place for monitoring pupils' behaviour and the assessment co-ordinator has begun to develop good systems for assessing pupils' competence in reading and writing. He acknowledges the need to develop such systems for spelling, punctuation and mathematics consistently in all classes.

42. Assessment systems are satisfactory. All pupils are entered for basic tests in literacy and numeracy, the Certificate of Achievement in English and mathematics, and most pupils sit GCSE examinations. In English, teachers regularly assess pupils' work and keep records of the marks they have awarded. However, records are lacking in detail and do not support the on-going diagnosis of difficulties – which could be developed into more precise individual education plan targets – or sufficiently inform termly reports to parents. Assessment systems in mathematics include the recording of levels of attainment and examination results. Reports to parents outline the work which has been covered and pupils' attitudes to their work, but do not contain enough information about pupils' attainment or the progress they make in knowledge, skills and understanding.
43. Statutory requirements are met in relation to the assessment of pupils with statements of special educational need. Unit staff provide reports and attend annual reviews of pupils' statements in mainstream schools. Individual education plans are based appropriately on the provision specified on the statements.
44. The unit makes very good use of assessment information and the findings of on-going monitoring to match curriculum opportunities to pupils' individual needs, within the confines of the amount of time provided. For example, careful attention is paid to ensuring that higher-attaining pupils are entered for higher tier papers at GCSE and the Internet is put to very good use to extend these pupils' knowledge and understanding. Examination targets are set for pupils in Year 11, on the basis of their achievements in Year 10, and teachers always provide on-going feedback to pupils during lesson.
45. Otherwise, teachers make satisfactory use of assessment in planning lessons. However, they are unable to use assessment data fully to inform the next stage of teaching because the system of record keeping is still being developed. Where teaching is very good, for instance in some lessons in English, it is evident that the teacher has a detailed awareness of pupils' prior learning because tasks are closely matched to individual learning needs, even if the finer details of their attainment have not yet been systematically documented. Individual education plan targets are too broad to assess how much progress pupils are making and therefore unsatisfactory as an aid to informing planning, although they contain suitable overall goals.

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

46. Parents and guardians responded well to the invitation to attend the pre-inspection meeting and provided the inspection team with well-considered views that were helpful to both unit staff and inspectors. Nearly all say that their children are making better progress in the unit than in mainstream schools. They appreciate the way their children are regarded and helped by the unit staff. They feel welcome in the unit and are pleased that all their comments and suggestions are listened to and appreciated.
47. Parents value telephone contact from the unit and are pleased with the regular reports they receive regarding pupils' progress. The frequency of reports is a positive feature and ensures that parents are well informed about their children's overall progress. Termly reports on progress are satisfactory: they describe well what pupils have learned and their attitudes to learning, but they are not sufficiently focused on pupils' achievements within subjects in terms of gains in their knowledge, skills and understanding. The reports would also be more useful to parents and pupils if targets were more clearly stated. Pupils have good opportunities to write comments on their progress in their reports.

48. Parents are involved in the annual review of statements of special educational need and in the individual education planning process. Many parents attend reviews and are encouraged to add their comments or share any concerns with the special educational needs co-ordinator, who provides a clear point of reference for them.
49. Inspectors support the view of many of the parents that insufficient homework is set. Parents would like to know when homework has been set so that they can make sure it is done, and clearer expectations for homework would provide better opportunities for parents to support their children's learning at home.
50. Parents view the unit very positively and are clear that their children are happy there. They are appreciative of what it does for pupils in enhancing their confidence, improving academic achievement and motivating them to complete their education.

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

51. The unit is overseen by the Head of Integrated Pupil Support Services and run on a day-to-day basis by the Head of Behaviour Support Services. They provide very good and creative leadership and have a clear awareness of the unit's existing strengths and areas that need to be developed further. They work very effectively together and, as a result, the provision has developed rapidly since St Edmund's House was registered as a pupil referral unit. They are committed to improving and developing the unit and are most effective in involving other staff in the realisation of their vision. Teamwork within the unit is a major strength and the very positive relationships between staff do much to set a happy and relaxed, yet purposeful, environment for learning.
52. Responsibilities for co-ordinating aspects of the unit's work are clearly delegated and very effectively fulfilled. The curriculum as a whole is co-ordinated most efficiently, ensuring that opportunities are as good as they can possibly be within the resources available. Although assessment systems are still developing, there are clear plans to strengthen and extend existing procedures. English and mathematics are co-ordinated by subject specialists. The English co-ordinator manages the subject very well, liaising closely with other teachers of the subject and providing clear direction. He monitors the work of other staff and samples pupils' work to oversee their progress. He has a very good awareness of how the subject needs to be further developed and brings invaluable expertise to his co-ordination role. Mathematics is well led; the co-ordinator is currently undertaking a computer course for secondary mathematics, and she uses the very limited budget very well to develop new resources, particularly computer software. The special educational needs co-ordinator provides very good leadership for improving provision. He maintains good links with outside professionals and promotes effective teamwork between support teachers and the learning support assistant. He brings to this role a wealth of knowledge from mainstream schools, as well as having expertise within areas of special educational needs.
53. Staff feel very well supported by the Head of Pupil and Student Services, who communicates their concerns to senior managers within the local education authority, and some aspects of the local authority's management of the unit work well. Referral and admissions procedures are effective and there are very clear criteria for admitting pupils to St Edmund's House. Pupils are referred to the unit through referral to EOTAS (education other than at school) provision. Eligibility for admission is checked when referrals come through, then the pupil and parent/carer are invited for interview and to discuss options. If St Edmund's is deemed suitable, an education programme is drawn up in conjunction with parents. The Behaviour Support Service supports any reintegration programme where excluded pupils are to return to mainstream school. If

there is no placement available, pupils are placed on a waiting list and receive home tuition. There are regular section heads' meetings within the Integrated Pupil Support Service, at which management issues are discussed. There is regular liaison between all agencies involved with the pupils at the unit and this is a clear strength in the way provision is managed.

54. The work of St Edmund's House is satisfactorily defined in a range of local authority documentation, except that the authority's curriculum policy relates to units without specifying how national guidelines for pupil referral units are to be met. The unit is regarded as a 'resource' rather than an educational establishment and this leads to confusion in relation to finance, strategic development and especially in relation to the curriculum. St Edmund's House was registered as a pupil referral unit in order that it might become a centre for examinations but it is not properly constituted as a pupil referral unit and there is no management committee. The local authority has appropriate systems in place to support its Key Stage 2 and 3 pupil referral units but has not yet extended the same support to provision at Key Stage 4. The present situation is unsatisfactory since it hampers necessary development and impacts on the learning opportunities and achievement of pupils.
55. The unit has some effective systems for monitoring and evaluating the quality of provision. Although there is no systematic programme to improve teaching by formally observing lessons, managers make impromptu visits to classrooms and provide regular feedback as a result. The analysis of assessment, attendance and other performance information by age, gender, ethnicity and background of pupils is partly in place; examination results over the last two years have been analysed and discussed. Most importantly, the unit has received no input by subject inspectors to assess and improve its provision. It has had support, however, from the local education authority's literacy and numeracy consultants.
56. There is a plan that identifies appropriate areas for development and the local education authority determines the context within which development is to take place. In general terms, there is evidence of senior members of the local education authority engaging in evaluation, for example monitoring the implementation of the behaviour support plan. However, recognition of the need to further develop an alternative curriculum at Key Stage 4 has not led to the realisation that this can be achieved only through improved funding. Until the unit is properly funded and established in all respects as a pupil referral unit, further development will be hampered.
57. Staffing arrangements have improved this year and are satisfactory overall. The unit has moved from a very fragmented and temporary staffing situation to a more stable arrangement. The change from hourly-paid to permanent staffing has had a significant impact on pupils' attitudes and self-confidence. It is clear that pupils now feel more secure because of this stability. The number of teachers and support staff is adequate for the current curriculum but does not allow for necessary expansion. However, the staff themselves are of high quality and complement each other very effectively.
58. Arrangements for professional development are good. Clear job descriptions and an effective appraisal system are in place. Staff receive relevant and regular training, both individually and as a team. Recently all staff have received training in restraint and other aspects of behaviour management. Training needs are identified effectively, although on-going training is necessary to help staff meet the range of pupils' learning needs, and further training in the application of information and communication technology is planned for later this term.

59. The level of resourcing is insufficient to support further development. In English, very careful management of limited funds means that a small number of computer software packages have been purchased, including Word and Powerpoint, and a CD-ROM supports a useful range of English-related activities, but there is only one computer linked to the Internet. Overall resources in the unit are insufficient in English, however, and teachers are forced to beg, borrow and copy learning materials. In mathematics, there are sufficient books and computers, and there is a good range of software to enhance mathematics teaching.
60. Staff make the best possible use of accommodation, which is inadequate for its purpose. Dual use of the building means that teachers have only limited access to certain rooms, which severely restricts the amount of teaching time any individual pupil receives at the unit. The restricted facilities also severely limit the number of subjects which can be taught, and will not meet the requirement to provide excluded pupils with full-time education in 2002. Funding has now been identified to implement plans for the possible development of part of the accommodation to include much-needed practical and recreational areas, although the space available is still likely to be limited.
61. The local education authority's financial planning is poor because there is no fixed budget and insufficient funding to develop provision further. This reflects the fact that St Edmund's is not properly recognised by the authority as a pupil referral unit, although it functions on a day-to-day basis as one. The procedures for reallocating funds to the unit for pupils who have been excluded from mainstream schools are unnecessarily complex, despite on-going expressions of concern through lengthy correspondence and meetings instigated by the Heads of the Integrated Pupil Support Services and the Behaviour Support Service with the local authority.
62. Despite these poor arrangements, the unit's managers have minimised the negative impact on provision and on pupils' achievement by the skilful use of additional grants, such as the Standards Fund. Internal procedures for controlling income and expenditure are good and the unit has responded appropriately to the recommendations of its last audit report. Manual systems are in use for managing the limited budget but this is done effectively. Staff, accommodation and learning resources, particularly new technologies, are very well used to support the curriculum and teaching and learning.

### **WHAT SHOULD THE UNIT DO TO IMPROVE FURTHER?**

63. The local education authority should extend the learning opportunities available to pupils and bring provision in line with national guidelines for pupil referral units, thus raising pupils' attainment, by:
  1. Constituting the St Edmund's House unit as a pupil referral unit with a management committee and ensuring that the unit receives appropriate support from subject inspectors (paragraphs 54-55).
  2. Setting a discrete budget for the unit that is sufficient to fund necessary developments towards full-time provision by 2002, and ensuring that funding for excluded pupils is reallocated from mainstream schools directly to the unit without delay (paragraphs 35, 54, 56, 59, 61).
  3. Substantially increasing the amount of time allocated to pupils who are attending only the unit, whether they are solely on roll at St Edmund's House or dual-registered with mainstream schools but not attending (paragraphs 1, 8, 20, 32).



4. Improving the accommodation and facilities to support a broader curriculum (paragraphs 35, 60).

The managers of the pupil referral unit should raise pupils' attainment by:

5. Increasing the amount of homework that is set, making expectations for homework clear to parents and pupils, and developing materials to support independent study (paragraphs 14, 17).

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan:

- systems for assessing and recording pupils' attainment and progress need to be further developed (paragraphs 41-42);
- individual education plan targets need to be more specific and measurable in relation to pupils' particular difficulties, as well as focusing on overall aims (paragraph 45);
- pupils' work should be marked more regularly in mathematics so that it informs the next stage in their learning (paragraph 17);
- continued efforts are needed to improve the overall rate of attendance (paragraph 12).

## **PART C: UNIT DATA AND INDICATORS**

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

Number of lessons observed

13
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Number of discussions with staff, governors, other adults and pupils

24
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### ***Summary of teaching observed during the inspection***

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	15	69	15	0	0	0

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

### ***Information about the unit's pupils***

#### **Pupils on the unit's roll**

Y10 – Y11
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Number of pupils on the unit's roll	27
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Number of full-time pupils eligible for free unit meals	N/A
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#### **Special educational needs**

Y10 – Y11
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Number of pupils with statements of special educational needs	3
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Number of pupils on the unit's special educational needs register	27
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<b>English as an additional language</b>	No. of pupils
Number of pupils with English as an additional language	0

<b>Pupil mobility in the last unit year</b>	No. of pupils
Pupils who joined the unit other than at the usual time of first admission	N/A
Pupils who left the unit other than at the usual time of leaving	N/A

### **Attendance**

#### **Authorised absence**

	%
Unit data	12

#### **Unauthorised absence**

	%
Unit data	17.8

*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

### **Attainment at the end of Key Stage 4**

GCSE								No. of passes
2000	A*	B	C	D	E	F	G	
English		1	1	1	4	2		9
English Literature		1						1
History		1						1
Mathematics			1	1	2	3		7

Basic tests above 50 per cent			
	Level 3	Level 2	Level 1
Literacy	1	2	3
Numeracy	2	3	4

### **Ethnic background of pupils**

	No. of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	0
Indian	0
Pakistani	2
Bangladeshi	0
Chinese	0
White	24
Any other minority ethnic group	0

### **Exclusions in the last unit year**

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

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	4.7
Number of pupils per qualified teacher	5.7

*FTE means full-time equivalent.*

#### **Education support staff: Y10– Y11**

Total number of education support staff	1
Total aggregate hours worked per week	6

#### **Average teaching group size: Y10 – Y11**

Key Stage 4	4
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### **Financial information**

Financial year	1999-2000
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	£
Total income	58,280*
Total expenditure	–
Expenditure per pupil	–
Balance brought forward from previous year	–
Balance carried forward to next year	–

*\*This is the total for Integrated Pupil Support Services; there are no separate costings for the pupil referral unit and no discrete details of spending.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out

27

Number of questionnaires returned

6

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes unit.	4	1	1	0	0
My child is making good progress in unit.	3	1	1	0	1
Behaviour in the unit is good.	2	4	0	0	0
My child gets the right amount of work to do at home.	0	3	2	0	1
The teaching is good.	4	0	0	0	2
I am kept well informed about how my child is getting on.	3	2	0	1	0
I would feel comfortable about approaching the unit with questions or a problem.	5	1	0	0	0
The unit expects my child to work hard and achieve his or her best.	3	3	0	0	0
The unit works closely with parents.	4	1	1	0	0
The unit is well led and managed.	2	4	0	0	0
The unit is helping my child become mature and responsible.	3	0	0	0	3
The unit provides an interesting range of activities outside lessons.	0	2	2	1	1