

INSPECTION REPORT

PENDLE PRIMARY PUPIL REFERRAL UNIT

NELSON

LANCASHIRE

Unique reference number: 119110

Headteacher: Gillian Laycock

Reporting inspector: Mike Smith
15303

Dates of inspection: 18th – 20th February 2002

Inspection number: 232541

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE UNIT

Type of school:	Special
School category:	Pupil Referral Unit
Age range of pupils:	5-11
Gender of pupils:	Mixed
Unit address:	Hendon Brook Townhouse Road Nelson Lancashire
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Appropriate authority:	Local Education Authority
Name of responsible officer	Dylan Owen
Date of previous inspection:	19 th – 21 st January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
15303	Mike Smith	Registered inspector	Science Art and Design Special educational needs Equal opportunities Personal, social and health education	The characteristics and effectiveness of the unit The unit's results and pupil achievements How well the unit is led and managed
9981	Saleem Hussain	Lay inspector	Equal opportunities	Pupils' attitudes, values and personal development
13101	Mike Kell	Team inspector	Mathematics IT Geography History Physical education Equal opportunities	Teaching and learning Quality and range of learning opportunities
16722	Noreen Buckingham	Team inspector	English Design Technology Music Religious Education English as an additional language Equal opportunities	Partnership with parents and carers Pupils' welfare health and safety

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE UNIT

This is a small Primary Pupil Referral Unit for pupils in Years R-6. The local education authority (LEA) established a Pupil Referral Service (PRS) in 1997 and this Unit is part of a range of services for pupils aged 5 to 16 years and who have emotional and behavioural difficulties (EBD). In addition, the PRS forms part of the LEA's approach to supporting mainstream schools. The Unit works in close partnership with its primary schools by projecting an early intervention policy and the use of the school's teaching assistant, as an 'inclusion outreach support person' for five mornings per week, has maintained and strengthened these links. Previously, delegation had removed the role of the 'Outreach Support Teacher' from the service to the schools. There are currently 15 pupils on roll of whom 2 are girls. Two pupils attend part time. All pupils are white and English speaking and all are on the roll of mainstream schools. Five pupils have statements of special educational need, to reflect emotional or behavioural difficulties. The remaining ten pupils are currently pending assessments or are in the process of being assessed. Full time pupils receive 25 hours per week and part time pupils 15 hours per week. When admitted most pupils have not been achieving as much as they should in school.

HOW GOOD IS THE UNIT

This is a good Pupil Referral Unit. Teaching is a strength, particularly in years 5 and 6. The learning support assistants (LSAs) make a significant contribution to pupils' learning and their personal development. This leads to pupils making good overall progress in the subjects of the curriculum and very good progress in their behavioural, emotional and social development. Much of this is made possible by the focused leadership and support of the headteacher and the very good relationships that all the adults have with the pupils. Pupil outcomes in terms of successful reintegration and inclusion into mainstream are very positive. The Unit's Mission Statement is delivered. The unit is providing good value for money.

What the unit does well

- Pupils achieve well and most return successfully to school.
- The Unit is well led and managed
- Teaching is good overall and very good in years 5 and 6. Teachers successfully balance the pursuit of pupils' academic progress and personal development.
- Nearly all pupils behave very well, and learn how to relate to one another. They become more responsible and confident in their own ability. Pupils are enthusiastic and fully participate in activities.
- The Literacy and Numeracy Strategies are well established and give pupils a solid foundation for reintegration into mainstream schooling
- Pupils are very well cared for and relationships are very good. Pupil management is very good. Adult teamwork is a strength and the support of the learning learning support assistants make a significant contribution to pupil progress and achievement.
- The relationship with partner primary schools is very effective in terms of pupil support which is highly praised.

What could be improved

- The use of computers to support pupil's learning
- Opportunities to further develop multicultural awareness
- Opportunities for extra-curricular activities
- The contribution the community makes to enriching the curriculum opportunities for pupils

The areas for improvement will form the basis of the action plan prepared by the local education authority.

HOW THE UNIT HAS IMPROVED SINCE ITS LAST INSPECTION

The Unit was last inspected in January 1998. Since then there have been significant changes in the Service organisation and the range of provision offered. This change has been very well managed by the headteacher. With less staffing for inclusion support and with increasingly complex pupils, the unit has maintained high standards. There has been satisfactory improvement overall.

STANDARDS

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

Progress in:	By the time they leave	Key
English	B	very good A
Mathematics	B	good B
Science	B	satisfactory C
Personal, Social and Health Education	A	unsatisfactory D
other personal targets set at annual reviews or in IEPs*	A	poor E

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

In English, pupils make good progress. The youngest pupils have limited language skills when they enter the unit, but with support and encouragement they answer their own names in registration and talk about their daily news. They listen and respond well, within their individual abilities. These pupils are at the early stages of writing and pencil control and fine motor skills are just developing. By the end of year 2 pupils' language skills are well developed and they enjoy having a conversation with an adult and will talk quite confidently with visitors. Pupils also make progress with their reading and writing. By the end of year 6 the majority of pupils are confident speakers and will join in class discussions, give explanations and express their opinions. They read for pleasure as well as for information. At this stage most pupils are writing independently. Reading skills throughout the Unit are promoted through daily reading sessions.

In mathematics, pupils make good use of their knowledge by applying it to everyday situations; in science, pupils build up a good knowledge of facts and an understanding of scientific processes. The strength of Personal, Social and Health Education is the result of good to very good teaching and the very good individual knowledge that the adults have of pupils. This is coupled with teachers' skill in incorporating valuable learning opportunities in every other lesson. Individual needs are very well met, with the result that nearly every pupil remains fully involved in learning and achieves, and often exceeds, personal expectations. There is particularly strong progress in years 5 and 6 where the very good teaching challenges pupils thinking and high expectations ensures pupils always want to do their best. Progress is less satisfactory in geography, history and ICT, mainly because not enough of these subjects is taught.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the unit	Very good. There is a very positive ethos that pervades the unit. Pupils are enthusiastic and fully participate in activities offered. They are keen to attend and will freely discuss their enjoyment of opportunities given. Older pupils fully appreciate the importance of preparing for reintegration into mainstream schooling.
Behaviour, in and out of classrooms	Very good. Lessons are very rarely disrupted and there is a general sense of calm around the unit. There is no apparent bullying, pupils respect others' rights, no sexist or racist comments are heard and there have been no exclusions or transfers to other forms of provision for behavioural reasons.
Personal development and relationships	Very good. Pupils take increasing responsibility for their actions and this helps them to make a successful return to mainstream schooling. Relationships are positive and supportive and reflect the whole unit ethos of mutual respect of individual differences. Many of the older pupils work well with very little supervision.
Attendance	Good. Pupils who have previously shown reluctance to attend school nearly always improve their attendance whilst at the unit and this is often maintained on return to school. The attendance of part-time pupils at the unit and school is good. Pupils arrive at the Unit in good time to start the day and very little time is wasted during the day.

TEACHING AND LEARNING

Teaching of pupils:	Years R -6
Lessons seen overall	good

Inspectors make judgments 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 overall. The teaching is satisfactory in the reception class, good at Key Stage 1 and very good at Key Stage 2. Teaching is very good or excellent in just over a quarter of lessons across the Unit and it is good or better in just under three-quarters of all lessons. No teaching was judged to be unsatisfactory. The proportion of teaching that is very good or better shows good improvement since the previous inspection. This overall improvement in the quality of teaching contributes positively to pupils' good learning in lessons across the unit. Teachers have high expectations and these are supported by effective planning and good pupil management that demonstrates clear understanding of pupils' needs. Teaching of all the core subjects of English (including literacy), mathematics (including numeracy) and science is good.

Teachers and learning support assistants are consistent in their behaviour management, have high expectations and build very strong relationships. This underpins the success of the teaching. Pupils are well managed and, therefore, classrooms are orderly environments in which well-organised and relevant activities are made enjoyable. As a result of the good quality teaching, pupils maintain interest in lessons and try their best.

OTHER ASPECTS OF THE UNIT

Aspect	Comment
The quality and range of the curriculum	Good. The Unit has a good curriculum based on a sound rationale. There is a whole unit approach that reflects extremely well its aims of enabling pupils to experience social and educational success. It focuses on maximising opportunities for pupils' smooth re-integration into mainstream schooling. The curriculum provided for the youngest pupils is satisfactory whilst older pupils are offered a good range of learning opportunities of high quality. The provision for pupils with additional special needs is also good. Equal opportunities are considered thoughtfully as the unit tries very hard to meet the individual learning needs of its pupils through its carefully managed re-integration programme. The Unit has well established strategies for teaching literacy and numeracy and there is a good emphasis on promoting and developing these core skills through other subjects of the curriculum. Science is taught and older pupils are encouraged to investigate and test their understanding through experimentation. The curriculum also provides some opportunities for physical, cultural and aesthetic/expressive experiences through physical education, history and music. A weakness in the taught curriculum relates to the lack of sufficient opportunities for pupils to develop key skills in information and communication technology or to use new technology to stimulate and support their learning.
Provision for pupils with special educational needs	Good. Close attention is paid to the special needs of all pupils. Those with statements of special educational need have appropriate support for their additional, recognised needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The provision for pupils' spiritual, moral, social and cultural education is good overall. The Unit provides many opportunities for pupils to think, talk and reflect about their own lives in a supportive and non-threatening environment. In addition, the unit provides ample opportunities through its normal day-to-day practice for pupils to raise their self-esteem and to appreciate and value the qualities of other people. Every pupil is helped to feel valued and pupils openly express their happiness at attending the Unit. Further attention should be given to promoting an appreciation of living in a multi-cultural society.
How well the unit cares for its pupils	Very good. This is a happy and safe Unit. Child protection and health and safety procedures are carefully followed. Every aspect of pupils' academic and personal development is carefully monitored. As a result, pupils receive very good support to help them address their problems, usually with the aim of returning them to school as quickly as possible.

HOW WELL THE UNIT IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. In a quietly understated way, the headteacher offers a very good standard of leadership. She has managed recent changes with a minimum of fuss and strategically maximises the deployment of staff and resources to effectively support pupils' learning. The headteacher is effectively supported by her deputy, teaching and support staff who all share high expectations in developing strategies that help pupils achieve individual success.
How well the management committee fulfils its responsibilities	Satisfactory. The management committee is fairly recently formed and the sub-committee working groups are yet to fully function. They are committed to fulfilling their management role and demonstrate an understanding of how the unit contributes to the Pupil Referral Service, however they require access to appropriate training and support. Currently they pay no part in monitoring standards. As the appropriate authority, the local education authority through the Pupil Referral Service and the Lancashire Education and Inclusion Service appropriately supports and guides the work of the unit.
The unit's evaluation of its performance	Good. Lessons are observed by the headteacher. The Threshold Assessment and development of performance management has been and continues to be a positive experience for all staff. The headteacher, deputy headteacher and the Pupil Referral Service have moved positively in developing objectives for the unit. The setting of objectives for all staff has evolved from formal and informal monitoring. Pupils' individual targets are monitored closely and their progress frequently reviewed.
The strategic use of resources	Good. The main resource is staff. Teachers are well deployed to make best use of their expertise, experience and personality. There is good, spacious and varied accommodation and a good level of learning resources. Unit management is well aware of the principles of best value and apply them well in the limited areas over which they have control. The office management effectively supports the day-to-day running of the Unit.

PARENTS' AND CARERS' VIEWS OF THE UNIT

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They feel their children like attending the unit • They feel the unit is well led and managed. • They feel the school has appropriate expectations of their children • They feel their children are being well taught and looked after. • They are reassured by the fact that they are listened to and are comfortable in approaching the unit if they have concerns or problems. • They feel the unit helps their children to be responsible 	<ul style="list-style-type: none"> • The amount of work being sent home. • The range of activities outside lessons.

The team agrees with parents' view that very little work is sent home, however evidence suggests that the management of home work is used sensitively to develop both a good work attitude and to encourage parents involvement in the childrens' learning. Part-time provision and transport considerations limit opportunities for more activities outside of lessons. Further opportunities for activities during break and lunchtimes should be explored.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The unit's results and pupils' achievements

1. Pupils achieve well. There has been a satisfactory improvement in pupils' achievement since the last inspection, particularly in years 5 and 6. If pupils in years 2 and 6 are attending the unit, they take part in the National Standards Assessments Tests (SATs) and their results are considered on an individual improvement basis, rather than as an overall target for the unit.

2. In English pupils' achieve well and there has been satisfactory improvement since the previous inspection. They achieve particularly well in years 5 and 6 where the very good teaching challenges pupils thinking and the teacher's high expectations ensures that pupils always want to do their best and so they work hard. The National Literacy Strategy is firmly established in lessons and literacy skills are promoted effectively and consistently in other subjects of the curriculum.

3. The youngest pupils have limited language skills when they enter the unit but with encouragement and support they answer their own names in registration and talk about their daily news. They listen and respond well, within their individual abilities. High levels of support and patience ensures that all pupils are included and have the opportunity to join in class discussions. Some pupils have speech difficulties and so benefit from the importance staff place on verbal communication. Reading skills are promoted through regular reading sessions and all pupils enjoy stories. They have easy access to books and enjoy the shared reading at school. They each have a reading record including appropriate targets which are helpful in monitoring their progress. All know some initial sounds and the most able pupils repeat familiar words and sometimes can retell parts of their favourite stories. A multi-sensory approach is used to reinforce the letter of the week and this works well. Opportunities to interact with each other occur at the end of the day when a range of activities are available, but they need support to make the session worthwhile. Pupils practice sequencing pictures of a known story in the correct order and develop their fine motor skills when colouring in. Other pencil practices of moving left to right and up and down reinforces their understanding of print patterns. Pupils are at the early stages of writing and pencil control and fine motor skills are just developing through opportunities to colour shapes, drawing activities and doing jigsaws.

4. By the end of Year 2 pupils' language skills are well developed and they enjoy having a conversation with an adult and will talk quite confidently with visitors. Lower ability pupils need more encouragement and time to be able to join in class discussions, but their confidence to do so is increasing. Pupils are still at the early stages of reading and whilst some have a small sight vocabulary their strategies for word building are not well developed although they generally are willing to have a go using the pictures as clues. The focus on phonic blends supports the development of their reading skills. At this stage most pupils have sufficient pencil control to trace over dotted letters and then use this as a model for copywriting. Others progress from writing underneath to copying their own sentences from a model.

5. By Year 6 the majority of pupils are confident speakers and will join in class discussions, give explanations and express their opinions. This is encouraged by the teacher who uses questioning most effectively to extend pupils verbal skills. Most have a good sense of humour and will listen to others even if they don't agree with them, again a sign of their increasing maturity in controlling their behaviour. In pupil's work there is evidence that pupils use books to find information and also know to place their references at the end of their work.

They have easy access to books and many read for pleasure as well as for information. Pupils like all sorts of books as well as magazines and have likes and dislikes typical for this age. At this stage most pupils are writing independently and there is evidence of a range of styles being used, for example, prose, poems or letters. Some ICT is used to present their work and also to find information for topics.

6. In Mathematics there has been satisfactory improvement since the previous inspection and pupils generally achieve well in lessons and make good progress, particularly in years 3 to 6. The National Numeracy Strategy is implemented well in these lessons and numeracy skills are promoted effectively and consistently in other subjects of the curriculum.

7. The youngest pupils develop early understanding of mathematical language so that they identify terms such as longer / shorter and taller / shorter and are beginning to understand in front of / behind, and on top / below. They match the numerals one to six with the same numerals on a number line and trace over the numerals one to three although the higher attaining pupils write them independently. A main focus of mathematics for older pupils is to retain their familiarity with the structure of lessons in line with the format of the National Numeracy Strategy. This is appropriate and highly effective in preparing them for return to mainstream schools. There is an emphasis on oral work and developing mental strategies, extending pupils' subject vocabulary, and introducing problem solving. By the age of seven pupils understand the idea of place value and identify hundreds, tens and units, and recognise number patterns and sequences by inserting missing numbers. Some pupils write the numerals one to eight and know numbers that are more, or less, than ten whilst others carry out simple addition, subtraction and multiplication sums. They recognise and name common two-dimensional shapes including circle, square, rectangle and triangle,

8. By year 6 pupils develop good knowledge of number and space, shape and measurement so that by the age of eleven some of them are working in line with national expectations. They manipulate positive and negative numbers and are confident with the concept of less than one as they use decimals, fractions and mixed numbers. They name and know the properties of many two and three-dimensional shapes and understand the concept of angles and how to measure them. They also develop their skills in using and applying mathematics and handling data. They solve everyday problems, like calculating the distance between towns from simple route maps, and collect information and display results, such as counting the number of letters in words in a passage, tallying their results and plotting block graphs.

9. In Science too, there has been satisfactory progress since the previous inspection and pupils of all ages achieve well overall. A small number of pupils in years 5 and 6 make good progress. The County Science Scheme is used which links into the Units' two year topic cycle and allows for a degree of revisiting, reinforcement and extension of learning according to the level at which the pupils are working. The youngest pupils are using their senses to explore and recognise the similarities and differences between materials and they are learning about the properties of magnetism. Appropriate teaching, pupil management and relevant activities allow pupils to develop their investigation and exploring skills and reinforce appropriate language, such as 'magnetic'. Sorting skills are also promoted when pupils develop sets of magnet and non-magnet objects. Older pupils in years 2,3 and 4 are investigating the changes that take place through the heating process of materials. They are appreciative of the fact that the teacher has decided to use the making of cakes as the focus of the investigation through the medium of Food Technology. There are good links made with previous learning and pupils demonstrate their understanding of the differences between single ingredients and a mixture of ingredients. Again their sorting skills are reinforced when arranging and naming ingredients into sets of fruits, vegetables and meat products.

10. By year 6 pupils are learning how to apply their previous knowledge and understanding to investigate and explore challenges given them. For example, using their previous knowledge of how to separate mixtures of materials, select appropriate resources and decide the sequence of operations that will successfully separate the three materials in the mixture given. Pupils demonstrated their understanding of sieving, filtering, dissolving and evaporation.

11. Pupils achieve well and make good progress in lessons in Personal, Social and Health Education (PSHE). Pupils achieve increased personal confidence and social skills that allows them to consider a successful reintegration back into mainstream schooling. They increasingly understand and value individual differences and can recognise and support each other when circumstances are upsetting.

12. The youngest pupils listen carefully during registration and take turns in telling their news. They know the routines and also understand the reward system, which they are reminded about at regular intervals. In Circle Time in the main pupils act quietly and are able to control their noise and considering the lively nature of these pupils they do very well. Pupils in Year 2 discuss different feelings and what makes them feel the way they do. Most can say what makes them happy or sad and what makes them angry. They understand something about what is right and wrong about their feelings and what they can do to control them. In this lesson pupils discuss their behaviour during the day and are involved in awarding their own points, which emphasises their good behaviour. Older pupils learn to resolve conflicts by talking openly and discuss group solutions. These pupils are developing the confidence and responsibility to manage their time and learning resources as they work collaboratively. Pupils enjoy discussing their work and older pupils will freely talk about returning to mainstream schooling having learned 'a lot' from their time in the Unit.

13. Religious education is taught through the Unit's Topic System and also in assemblies. No lessons were observed during the inspection although the two assemblies observed during the inspection did demonstrate the way in which the subject is woven into assembly themes and pupils' responses showed that they had some knowledge and understanding of Old Testament Bible stories and of other religions, for example, Buddhism.

14. Looking at the current amount of work available for history and geography to examine during the inspection it would appear that pupils are making satisfactory progress and achievement. Themes do develop pupils' historical knowledge of different periods of British history like the Victorians, and past societies such as the Celts and Romans. For example the 'Change' topic increased pupils' understanding of different aspects of the Romans and their way of life, but it also promoted historical skills of enquiry so that pupils know the reasons why invaders came to Britain and the factors that determined where they settled. They have developing geographical knowledge of weather and climate through themes like the 'World about Us', such as understanding the links between different aspects of the water cycle.

15. The Unit has addressed some of the issues raised about information and communication technology (ICT) during the last inspection, such as the recent provision of new computers in all classrooms, but others remain unresolved. In particular, the key issue relating to pupils' achievements has not been addressed effectively as pupils' progress in developing key ICT skills remains unsatisfactory. Pupils do not have dedicated sessions and there are insufficient planned opportunities for pupils to improve these skills in other subjects of the curriculum, such as using the Internet to support investigations.

16. Pupils only rarely used computers during the inspection and when they did so it was short sessions with commercial programs to help develop basic numeracy and literacy skills.

In addition, there was limited evidence of the use of ICT in pupils' files and wall displays. The oldest pupils word process short stories and some aspects of topic work, such as their study of the water cycle, and with help they scan and format pictures but generally ICT is under developed and under used within the unit.

17. In art and design pupils of all ages achieve well and their work is effectively displayed in the classrooms and around the Unit giving them a sense of pride and achievement. Only one lesson, with the youngest pupils was possible to observe during the inspection. Pupils had previously visited a local mill and had subsequently engaged in weaving activities back at school and an impressive wall display demonstrated their achievements. During the lesson pupils had the opportunity of engaging in dyeing and further weaving activities with mixed results in terms of their understanding and achievement. There is a whole school responsibility for Art displays and all subject areas are well represented in classrooms and around the Unit.

18. In music pupils and adults were heard singing enthusiastically in assembly on two occasions and as the last inspection report commented, pupils' standards in singing will be in line with national expectations at the end of both key stages. On one of these occasions an older pupil was allowed to chose a piece of music to play while entering and leaving the hall. No music lessons were observed but planning in the youngest class identified a recent lesson where pupils used body parts, clapping, patting, clicking, humming, shouting and whispering using a simple rhythm to utilize these sounds in poems, songs and stories. It would appear that music is not given great priority in the unit and therefore overall progress and achievement must be less than satisfactory.

19. Pupils' achievements and progress in design and technology are satisfactory overall. In the one food technology lesson observed the very good teaching enabled pupils to make very good progress where Year 5 and 6 pupils were involved in designing and making biscuits. Pupils focus on the design elements of the biscuits discussing the different requirements for a range of people. Consideration is given to the flavour and texture and finally to the ingredients needed and their learning is supported by very good questioning from the teacher which also supports the development of their literacy skills. This is further promoted when discussing texture. Pupils work together and evaluate their products, recording their ideas about what might be changed and also working out the costings.

20. Overall, pupils' achievements and progress are satisfactory in physical education. Pupils pay attention well, watching closely and listening carefully to the teachers' instructions so that they start and stop when instructed to do so. Appropriately chosen activities in lessons mean that younger pupils make good progress in developing co-ordination of movement. By the age of seven they move around the hall avoiding bumping into apparatus and each other. They stretch and curl, showing good understanding of the vocabulary, and use benches, mats and boxes to show different ways of traveling. Older pupils stop and pass a football and dribble using both the inside and outside of their feet. Pupils enjoy physical education and respond well, even in small competitive games, with a good understanding of safety rules.

Pupils' attitudes, values and personal development

21. Pupils' attitudes, values and personal development are strengths of the Unit. The Unit has made very good progress since the last inspection in these regards. The result is that pupils make good progress in learning, there is a strong work ethos and pleasant atmosphere in the unit.

22. Pupils have very good attitudes to the Unit. They show much enthusiasm in their work. They co-operate well with teachers and apply themselves well in their learning. They show very high levels of interest and involvement in lessons and other activities. For example, in a Year 2 mathematics lesson, pupils responded very well to the teacher's question about what skills were needed in learning more about the properties of shapes. They quickly listed skills such as "looking, listening and thinking". Similarly, in a Year 2, 3 and 4 lesson about shapes and patterns, there were excellent attitudes as pupils showed their enthusiasm in all aspects of the lesson. They were clearly very well motivated as they built upon their previous knowledge and understanding. The youngest pupils are developing very good attitudes to learning. They are keen to take part in all activities and their personal and social development is very good. In Science the older pupils work cooperatively in pairs and are confident and enthusiastic in their endeavours. Not all pupils are successful in their efforts, but the very good teaching support and ongoing recap and prompting made the experience a worthwhile assessment opportunity and the pupils had fun.

23. Behaviour is very good throughout the unit. The unit is a very orderly community. Pupils behave sensibly in classrooms, at assemblies and at break-times. Bullying is not a significant problem. When it occurs, there are very good procedures in place to deal with it. Pupils are respectful towards staff and visiting adults. Behaviour management by staff is generally very good, with teachers using a wide variety of effective strategies. School rules and the need for an orderly society are often discussed during personal, social and health education. The school rightly takes pride in its highly developed system of reward to reinforce positive behaviour, for example, at 'Friday certificate assemblies'. These factors are successful in giving pupils a good understanding of the impact of their actions on others. There were two temporary period exclusions at this unit in the last academic year.

24. Relationships are very good. Pupils listen to, value and respect each other. A good example of this was seen in an assembly where pupils discussed Buddhism, and on another occasion, the story of Jesus and the tax collector. All pupils played a positive part by making comments, sharing views or just listening sensitively. Pupils generally show high levels of respect for the feelings, values and beliefs of others. Inspectors observed many instances of very effective collaboration. For example, in a Year 6 design technology lesson, pupils worked very well in pairs to test a variety of biscuits, with one leading observations and the other recording their findings.

25. Personal development is very good. Pupils mature well as independent learners. They use their initiative well in learning. For example, the recent Chinese New Year celebrations included considerable work from pupils and they brought in a number of artefacts and materials for an assembly. Pupils learn to make best use of textbooks and computers to find information. Pupils respond well when they are given responsibilities. Many pupils carry out monitor duties in the classroom in a very helpful and effective fashion. Older pupils carry out library duties well. During the inspection the unit's cook complimented pupils for how helpful volunteers were in clearing tables after lunch.

26. Attendance is good, with the unit achieving considerably above the national benchmark of 90%. There was no unauthorised absence in the last academic year. Many pupils make excellent improvements in their attendance compared to their previous patterns at mainstream schools. Punctuality is good, taking into account that there are problems with local traffic congestion from time to time. Attendance has remained high since the last inspection and punctuality remains good.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

27. The quality of teaching is good overall but differs between the key stages. Teaching is satisfactory in the reception class, good at key stage 1 and very good at key stage 2. Teaching is very good or excellent in just over a quarter of lessons across the unit and it is good or better in over two thirds of all lessons. No teaching was judged to be unsatisfactory. The proportion of teaching that is very good or better is significantly better than during the previous inspection. This overall improvement in the quality of teaching contributes positively to pupils' good learning in lessons across the unit. Teachers have high expectations and these are supported by effective planning and good pupil management that demonstrates clear understanding of pupils' needs. Time and resources are used efficiently and effectively, and learning support workers work well with teachers. This teamwork makes a significant contribution to improving pupils' learning opportunities and promoting good behaviour.

28. Teaching of all the core subjects of English (including literacy), mathematics (including numeracy) and science is good. Design and technology (food technology) are also well taught. Art, physical education and personal, social and health education are all taught satisfactorily although examples of good teaching were also seen. Teaching across the Unit has many strong features and, therefore, pupils learn well. Pupils with additional special educational needs achieve equally well. Pupils make an effort in lessons and consequently they achieve well in learning new skills, acquiring knowledge and developing understanding. Their efforts are supported by good concentration and some older pupils display their positive approach to work through independent learning in lessons. Teachers promote this effective learning through activities that match pupils' needs because they have good knowledge and understanding of the subjects they teach. Key subject vocabulary is identified, well promoted and emphasised in these lessons. Teachers also promote the basic skills of literacy and numeracy well but they do not provide sufficient opportunities for pupils to develop key skills in information and communication technology or to use new technology to stimulate and support their learning.

29. Well planned and prepared lessons generally have clear overall learning objectives, which are shared with pupils, particularly the older ones, although the planning does not identify the anticipated learning outcomes for individual pupils. However, teachers and learning support assistants know their pupils very well and therefore they are able to provide good quality individual support that maintains pupils' concentration. In addition, teachers have good procedures for monitoring and supporting pupils' personal development and academic performance and using this information to plan the next lessons or stages of development.

30. Very good relationships exist between staff and pupils. Teachers and learning support assistants use praise and encouragement well to maintain pupils' interest and motivation, and pupils receive ongoing information about the points given to them as part of the unit's system for encouraging positive behaviour. Learning support assistants are especially effective at maintaining this ongoing record and are fully involved in making these assessments. Teachers generally take time to celebrate pupils' achievements and success by enabling them to show what they can do, know and understand and in managing their own behaviour. As pupils get older they are involved in self-evaluating their performance and this procedure contributes well to developing pupils' self-knowledge of their behaviour. Lessons tend to finish in an organised way with a good focus on allocating points to pupils for their achievements, effort and behaviour so that they are dismissed in a calm and orderly fashion. Homework is used well, but sensitively, in key stages 1 and 2 to develop a good work attitude and to encourage parents' involvement in their children's learning.

31. Teachers and learning support assistants have high expectations of behaviour and academic achievement. Pupils are well managed and, therefore, classrooms are orderly environments in which well organised and relevant activities are made enjoyable. Teaching methods are generally effective, particularly in Key Stage 2, where skilful teaching provides

activities that are clearly explained and challenging as they match individual pupils' needs and therefore maintain their interest. Pupils' learning is very good on these occasions because a variety of strategies are used. Whole class teaching includes the use of targeted questions so that all pupils feel involved in the lesson, while paired work encourages collaboration and makes a significant contribution to pupils' social development and challenges higher attaining pupils. At other times, particularly with the youngest pupils, insufficient attention is paid to individual needs as there is a lack of activities that extend higher attaining pupils. The absence of such activities limits pupils' progress and is reflected in their behaviour and lack of interest on occasions.

32. The relaxed atmosphere means that pupils can relax prior to going home. Assemblies are used to reinforce the need to be helpful and pupils listen very attentively some responding positively to questions. Social skills are promoted during lunchtimes when staff provide good role models for the pupils.

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

33. The Unit has a good curriculum as it is based on a sound rationale. There is a coherent whole-unit approach that reflects extremely well its aims of enabling pupils to experience social and educational success. This is achieved in practice because the curriculum is constructed with an appropriate balance between these different components, and it focuses on maximising opportunities for pupils' smooth re-integration into mainstream education. The curriculum provided for the youngest pupils is satisfactory whilst older pupils are exposed to a good range of learning opportunities of high quality. The provision for pupils with additional special needs is also good. Equal opportunities are considered thoughtfully as the unit tries very hard to meet the individual learning needs of its pupils through its carefully managed re-integration programme. There has been satisfactory improvement since the last inspection.

34. Different aspects are skillfully combined to produce a curriculum that is broad and balanced and relevant to the pupils' needs. The unit has well-established strategies for teaching literacy and numeracy and there is a good emphasis on promoting and developing these core skills through other subjects of the curriculum. Science is taught, and the curriculum also provides some opportunities for physical, cultural and aesthetic/expressive experiences through physical education, history and music. There is a whole school responsibility for Art displays and all subject areas are well represented in classrooms and around the Unit. During the inspection the theme for the hall was patterns and there were displays ranging from 'bubbles' and 'plants' to 'Joseph and the coat of many colours'. The theme for the corridors was favourite books and examples of all pupils' work was effectively and imaginatively displayed.

35. A weakness in the taught curriculum relates to the lack of sufficient opportunities for pupils to develop key skills in information and communication technology or to use new technology to stimulate and support their learning. Pupils do not have dedicated sessions and there are insufficient planned opportunities for pupils to improve these skills in other subjects of the curriculum, such as using the Internet to support investigations. In addition, staff have not yet taken part in the planned structured training to improve their skills and increase their competence and confidence.

36. The Unit's comprehensive personal, social and health education programme is very good. It pervades the whole formal and informal day and the strength of small pupil numbers and very good relationships means there is a lot of very good individual support given. Many situations in the school are used to promote relevant skills in this area, such as registration,

lunch times and play times. The programme is very well structured and planned between the two key stages so that increasingly complex issues are considered as pupils get older. The programme includes modules on sex education, and drugs awareness is addressed through examining the use and misuse of substances. A particular strength of the programme is the way in which pupils' individual targets and needs are acknowledged in planning and teaching.

37. Some elements of history and geography are taught through topics that include themes such as 'Places', 'People' and 'Change' but the curriculum time devoted to these subjects is restricted by other demands of the timetable. The Unit uses resources and facilities in the local and wider communities in a satisfactory way. Visits to the Leeds – Liverpool canal, with its link to boat making in the unit, and to Boulsworth Hill to examine a river source made powerful contributions to enhancing pupils' learning. Similarly, the visit to Ribchester Roman Museum is very valuable in bringing the study of the Roman Empire alive. There is no coordinator or specialist in the Unit for music and there is a need to consider the vital part that music can play in pupils' personal development and what the Unit can do to revitalize the subject.

38. The Unit misses opportunities to enrich pupils' learning. It does not explore other ways in which the community can contribute, such as arranging for visitors to talk to pupils, and it does not provide activities for pupils outside the taught day. There is a lack of provision for extra-curricular activities and although transport arrangements restrict the development of after school clubs, the Unit does not seek ways of providing lunchtime activities as alternatives to playing outside.

39. The Unit's provision for pupils' spiritual, moral, social and cultural education is good overall. Although religious education is not taught, pupils' spiritual development is still promoted well. The Unit has daily acts of collective worship for all pupils and these are very enjoyable experiences in which pupils contribute and participate fully. In addition, the unit provides many opportunities for pupils to think, talk and reflect about their own lives in a supportive and non-threatening environment. The Unit provides many opportunities through its normal day-to-day practice for pupils to raise their self-esteem and to appreciate and value the qualities of other people. However, more could be done to prepare pupils for working and living in a multicultural society by careful subject planning across all curriculum areas.

40. The Unit's provision for promoting moral development is very good. Many moral issues are considered in personal and social education lessons, such as understanding that actions have consequences for themselves and others. However, the main strength of the unit's provision lies in its overall culture and ethos. This is rooted in the very high quality of relationships and a consistent focus on the unit's aim of enabling pupils to gain insight and to demonstrate this by acceptable attitudes and behaviours.

41. The Unit promotes pupils' social development well. It is focused on re-integrating pupils into mainstream schools with realistic ambitions and expectations and the skills to carry them out. This is evident in the climate of caring and its culture of changing attitudes and raising expectations, apparent in the quality of day-to-day relationships and the very high standards displayed by all staff in their interactions with pupils. Pupils' social skills are also encouraged through planned activities that enable them to work together collaboratively, but the Unit misses opportunities to develop these skills in everyday situations via more extensive links with the community.

42. The Unit's provision for promoting cultural development is satisfactory. Subjects such as English, history, geography and music provide some opportunities for pupils to appreciate aspects of their own, and other, cultures but generally pupils are not prepared adequately for living in a multi-cultural society. Other cultures are recognised in some ways, such as the

display about the Chinese New Year, but the lack of visitors into school and trips to places within the community, such as different places of worship, restrict the development of pupils' understanding of the features of other cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. The Unit provides a caring and secure learning environment for all its pupils. Staff value pupils' well-being very highly and this is reflected in many strong provisions. The educational and personal support and advice given to pupils is good overall. These factors contribute significantly to the family ethos of the Unit, and are effective in supporting pupils' improvements since the last inspection. They include re-integration procedures, welfare arrangements and procedures to monitor and promote good behaviour. The Unit is an 'inclusive' provision where teaching and learning, achievement, attitudes and well-being of every pupil matter. Pupil progress is monitored and evaluated and the Unit does its best to meet pupils' needs as effectively as it can and to promote tolerance and understanding of individual differences. The aims of the McPherson report are reflected in the Equal Opportunities Policy and in the everyday work of the Unit.

44. Re-integration is very much the focus of the Unit's work, and the unit has very good arrangements in place. Inspectors spoke with several local primary schools and they were all delighted with the work of the Unit. They feel that the Unit's 'outreach' programme of resettling children is very effective and completely successful. The teaching assistant makes an excellent contribution through visits and liaison with the schools concerned. The programme is well organised with gradual re-integration into mainstream schools. It gives pupils confidence to resume their education at mainstream schools.

45. Arrangements for child protection are sound. The designated officer is appropriately trained and deals with issues effectively. There is also a named member of the management committee. All staff are provided with good written guidance about the unit's policy and procedures. Staff show high levels of care and vigilance at all times.

46. The Unit has sound arrangements to identify and remedy potential hazards to health and safety. The local authority regularly undertakes extensive risk assessments and these arrangements are effective in addressing any issues. All electrical equipment and appliances are regularly tested. fire drills are carried out frequently and are appropriately recorded. Three staff are trained and qualified in giving first aid.

47. The Unit works effectively with a number of external agencies. Regarding health and safety matters, the police service occasionally give talks to pupils about 'stranger danger' and road safety. The Unit's nurse is actively involved in monitoring pupils' health.

48. Procedures to monitor and improve attendance are very good. Escorts from the transport service liaise very carefully with staff who themselves maintain appropriate records. When necessary, home telephone calls are made regarding any unexplained absence. Parents are given frequent reminders about the importance of good attendance and punctuality. The Unit works very closely with the educational welfare service so that individual support is provided, when necessary, to families.

49. Procedures for monitoring and promoting good behaviour are very good. Very detailed records are kept of any incidents of bad behaviour. Any problems are carefully monitored and tracked to ensure that improvements take place. The Unit has a very successful behaviour policy. Very good use is made of a wide variety of rewards and sanctions to maintain high standards. For instance, class points and certificates are awarded frequently for specific acts of kindness and good behaviour.

50. Assessment procedures for monitoring pupils' academic progress and their personal development are good. Pupils are assessed when they are first admitted to the Unit and standardised tests are used twice a year to monitor progress. The school also has its own system for assessment and recording in English and mathematics which is used consistently by staff and which is valued by mainstream schools when pupils are reintegrated. The Unit is collaborating with other PRUs in developing an 'Assessment Toolkit', which would be uniform across the LEA giving them a broader picture of pupils' progress.

51. Older pupils are involved in setting their own targets for their individual education plans (IEPs) and this is good practice which supports pupils' personal development especially their maturity in understanding their own difficulties. All pupils have an IEP, which is reviewed half termly with the pupil, where appropriate. A minority of pupils have individual behaviour plans and these are sent home daily so that parents receive some feedback about how well, or otherwise, their child is doing. All pupils have weekly targets aimed at improving their personal and social skills and these are discussed with pupils throughout the day and points are awarded. Pupils, especially the older ones, are very honest and accepting of their strengths and weaknesses and of how they can improve. This system strongly supports their personal development.

52. The school has a marking practice statement which is followed by all staff and work is marked with comments which are accessible and helpful to pupils. Stickers are also used which really pleases younger pupils. In addition, feedback to pupils on how well they are doing in lessons in terms of academic achievement gives them the opportunity to be involved in assessing their own work and of finding ways to modify and improve it. This area continues to be a strength as reported in the last inspection.

HOW WELL DOES THE UNIT WORK IN PARTNERSHIP WITH PARENTS?

53. Since the last inspection the Unit has continued to work hard to encourage parents to play a more active part in the education of their children. In practice, however, very few parents give any active help to the Unit. Their first contact with the Unit is an initial visit prior to their child being admitted and this gives them time to discuss any worries or concerns before they make a decision. A 'home/school agreement' is in place so parents understand what is expected of them and what they can expect in return. The Unit organises 'open afternoons' to which parents are invited. They also attend concerts which gives parents opportunities to feel proud of their children.

54. The responses from the parents' questionnaires, from about half of all parents, show that parents have positive views of the Unit and very few concerns were expressed. The two areas where a very small number of parents did express concern were about homework and the quality of information they received. The Unit has an "Open Door" policy for parents and some do take advantage of this offer. Staff will make time to see parents realising that if they have made the effort to come to school they have a concern which may or may not be affecting the education of their child. Parents are frequently contacted by telephone, often to give them good news which they appreciate and likewise parents contact school if they have anything to discuss.

55. The quality of information for parents is satisfactory. Parents are kept informed about events in the Unit through a termly newsletter which is brief and to the point and which could be made more interesting and inviting by including news from the pupils themselves, for example. The prospectus is a very useful document and gives parents all the information they need to know prior to their child being admitted to the Unit. Similarly the annual reports they receive gives them appropriate information about the work their child has done during

the past academic year and the progress made. All pupils on transfer to their next provision have a discrete subject report to help transition to mainstream school. Annual reviews are well attended and if any parent is unable to get to school, transport is arranged and on occasions reviews have been held in pupils' homes because the school values the partnership with parents.

56. Day to day information comes to school via verbal messages from the transport escorts who can be a valuable communication source. Home/school diaries are another effective way of keeping parents informed about what is happening in school although the unit feels that these are not needed for all pupils. In addition individual behaviour plans are taken home daily and giving parents immediate feedback so that they can respond accordingly. Individual education plans are also an ongoing way of giving parents an up to date picture of their child's progress.

HOW WELL IS THE UNIT LED AND MANAGED?

57. The Unit is part of Lancashire's Outreach Service to schools. There is a system of managers who all play a part in steering the unit through a range of Government and County led initiatives. The headteacher reports to the senior manager, who in turn reports to the Senior Management Team. This arrangement works well and communication is clear and effective.

58. Since the last inspection there has been a number of changes within the local education authority and the overall remit of the Pupil Referral Unit has consequently been affected. For example the 'outreach' school support staff have left the unit due to delegation of monies to schools, and there have been staff changes within the unit. The headteacher with the support of her staff, area manager and school adviser has very successfully led the unit through this period of change and growth. The headteacher has been particularly instrumental in this process and her strong local knowledge and effective liaison with her feeder primary schools has clearly supported the inclusion agenda and the successful reintegration of pupils. Her leadership and management qualities are strong. Staff are content and all share the commitment to high standards, emanating from excellent relationships and consistent hard work. Staff feel involved in the management of the school and moral is high.

59. There is a fairly recently formed Management Committee made up of appropriate members, including a local primary headteacher and education welfare officer who has first hand knowledge of the unit. They receive termly reports from the headteacher. Despite their commitment and sound understanding of the work of the unit they are yet to fully function as an effective monitoring body. They have terms of reference and the newly appointed committees for discipline, curriculum and staffing should now become proactive and contribute to unit evaluations with a view to promoting high standards. It will be important for the Committee to take into consideration the 'voice of the child' and to ask themselves at the end of each meeting " what have we done in the last two hours to make it better for the pupils!" There is a representative of the committee on the pupil admissions panel to the Unit that adds continuity and enables appropriate information to be exchanged. The committee requires access to training and support to enable them to be effective in their role.

60. All staff have clear job descriptions and subject coordinators contribute to the effective leadership and monitor the planning of their subject area in each class. However, as yet they do not monitor the quality of teaching and learning and lesson deliveries in each other's classrooms. Neither are there coordinators for all non-core subjects, as recommended in the last inspection report. Whilst it is recognized that individuals within the

small team have a considerable curriculum responsibility, it is still vital for someone to take a lead role in inspiring the development and delivery of the non-core subjects.

61. There is good monitoring and evaluation of performance. Formal monitoring of staff practice and their planning takes place and the process is viewed positively by all staff. A Performance Management Service Policy has given this area structure and focus. All teachers have individual targets, against which improvements can be judged. The objective setting, coupled with the unit development plan means all staff have a clear vision of where they are, where they need to go and what needs to be done to get there.

62. The Unit does not have a devolved budget. It cannot therefore budget from year to year for major developments. It does, however, have responsibility for monitoring and accounting for its spending and it does this very well. By doing so it is able to provide the local education authority with accurate figures to show the relative costs of each part of the provision. The budget which is allocated to the unit by the Service i.e. the Cost Centre Budget which covers staffing, premises, travelling, adult meals is monitored by the Area Senior Manager and the Service Finance Team through monthly budget sheet returns provided by the service. The Unit office is efficiently managed and positively contributes to the smooth running of the Unit. Overall, the management of financial resources is effective and considering the good teaching and good pupil achievement the Unit is giving good value for money.

63. The Unit is well staffed. Teachers demonstrate all the necessary skills to successfully promote pupils' progress and enable many to return to school. Staff have mainstream school backgrounds and retain a clear view of mainstream pupil standards that helps to offer appropriate challenges to pupils in the unit. Learning support assistants are very effective and make a positive contribution to the learning ethos of the unit as well as greatly contributing to pupil progress and achievement. The work of the outreach teaching assistant is very much appreciated by the relevant primary schools and she undoubtedly plays a vital role in the successful reintegration of pupils as well as helping primary schools 'hold on' to their own pupils who have behavioural difficulties.

64. The accommodation is very good. Staff and pupils find it conducive to learning and pupils' achievements bear testimony to this. There are ample rooms for a variety of activities and the building is of good quality. The Unit is maintained well and cleaned to a good standard. The internal decoration in the classrooms and around the Unit is good with the exception of the corridor ceilings that require painting. The hall is used for physical education and a reorganization of stored equipment is required to ensure that pupils can engage in activities safely. Since the last inspection the toilet areas have been refurbished to a very high standard and are all kept scrupulously clean. There is a very pleasant overall feeling that supports a very positive learning environment that is effectively enhanced by the interesting and informative wall displays. The entrance foyer with photos of pupils and staff and albums of previous Unit events makes a particularly welcoming first step into the Unit.

65. Although the playground and grass areas initially look ample, older pupils expressed a concern that there was a need to consider separate provisions for the very youngest pupils as they could be injured accidentally when older pupils play ball games. In addition, these responsible pupils reported a concern over the very cramped car parking facilities that meant there was a potential health and safety issue when taxis delivered and picked up pupils. The inspection team supports both of these points and the Pupil Referral Service together with the Unit should pursue improvements.

66. Since the last inspection overall resources for learning have been increased and in particular old computers have been replaced and suitable up-to-date software is continually being purchased to support the different curriculum areas.

WHAT SHOULD THE UNIT DO TO IMPROVE FURTHER?

67. In order to improve the Unit, the headteacher and local education authority should now:

- ◆ Ensure that the development of Information Technology effectively impacts on pupil's learning and achievement across the curriculum. Careful planning is needed to identify learning opportunities across the curriculum to enable pupils to improve their skills and attainment. (*paragraphs 15, 16, 35*)
- ◆ Develop opportunities within the curriculum to support the development of pupils' multicultural awareness. Careful planning is needed to identify learning opportunities across the curriculum that effectively prepares pupils for working and living in a multicultural society. (*paragraphs 39, 41, 42*)
- ◆ Increase extra-curricular activities for pupils by exploring opportunities at the start and end of the day, but particularly by offering choices of activities during break and at lunchtimes. There may be opportunities to link activities with additional community involvement, for example, coaching from a local football club. (*paragraphs 18, 37, 38,*)
- ◆ Use the community more to enrich the Units' curriculum provision and pupils' learning. Subject planning should include opportunities for involving community input, for example, visiting speakers and artists/musicians in residence. (*paragraphs 37, 38, 41,42*)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	6	9	7	0	0	0
Percentage	5	26	39	30	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. The total number is substantially less than 100 and care should be taken when interpreting these percentages as each lesson represents more than four percentage points.

Information about the unit's pupils

Pupils on the unit's roll	No of pupils
Number of pupils on the unit's roll	15

Special educational needs	No of pupils
Number of pupils with statements of special educational needs	5
Number of pupils on the unit's special educational needs register	15

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

Attendance

Authorised absence

	%
Unit data	7

Unauthorised absence

	%
Unit data	0

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	15
Any other minority ethnic group	

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	2	
Other minority ethnic groups		

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

Teachers and classes

Qualified teachers and classes: Y[] – Y[]

Total number of qualified teachers (FTE)	4
Number of pupils per qualified teacher	4

FTE means full-time equivalent.

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	140

Financial information * the unit does not have a devolved budget

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	[]

Recruitment of teachers

Number of teachers who left the unit during the last two years	4
Number of teachers appointed to the unit during the last two years	4

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	15
Number of questionnaires returned	7

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	6	1			
My child is making good progress in school.	5	2			
Behaviour in the school is good.	2	5			
My child gets the right amount of work to do at home.	0	4	1		2
The teaching is good.	6	1			
I am kept well informed about how my child is getting on.	4	2	1		
I would feel comfortable about approaching the school with questions or a problem.	5	2			
The school expects my child to work hard and achieve his or her best.	5	2			
The school works closely with parents.	4	3			
The school is well led and managed.	5	2			
The school is helping my child become mature and responsible.	5	2			
The school provides an interesting range of activities outside lessons.	2	1	1		2