

# INSPECTION REPORT

## **HAMPDEN HOUSE PUPIL REFERRAL UNIT**

Sudbury

LEA area: Suffolk

Unique reference number: 124530

Headteacher: Mr Morris Charlton

Reporting inspector: Ms Margaret Julia Goodchild  
15918

Dates of inspection: 8 – 11 May 2001

Inspection number: 236296

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

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## INFORMATION ABOUT THE UNIT

Type of school:	Pupil referral unit
School category:	Severe emotional and behavioural difficulties
Age range of pupils:	6 to 16
Gender of pupils:	Boys
Unit address:	Cats Lane Great Cornard Sudbury Suffolk
Postcode:	CO10 2SF
Telephone number:	01787 373583
Fax number:	Not applicable
Appropriate authority:	Local Education Authority
Name of responsible officer	Mr Richard Stiff
Date of previous inspection:	April 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
15918	M J Goodchild	Registered inspector	English	How high are standards?
			Art and design	How well are pupils taught?
			Design & technology	How good are the curricular and other opportunities offered to pupils?
			Personal, social and health education	How well is the unit led and managed?
9075	J Baxter	Lay inspector		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	Boarding provision
			Science	
			Modern languages	
			Religious education	
			Special educational needs	
18242	J Godwood	Team inspector	Geography	
			History	
			Information & communication technology	
			Physical education	

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

### **INFORMATION ABOUT THE UNIT**

Hampden House caters for boys aged from 6 to 16 who have severe emotional and behavioural difficulties. Pupils have either been excluded from mainstream school or were at risk of exclusion. They present a wide range of difficulties which are not only behavioural but may be a combination of social, academic, medical and personal. Fifteen pupils have a Statement of Special Educational Need and four are at Stage 3 on the register of special educational needs. All pupils are of white heritage. The majority of pupils are resident from Monday to Friday during term time. Twelve pupils are currently taught only at the unit: five at Key Stage 2 (Years 4 to 6) and seven at Key Stage 3 (Years 7, 8 and 9). Two pupils attend the unit part-time and mainstream school for the rest of the week, and five pupils who are dual-registered with mainstream schools attend these schools full-time but continue to be resident at the hostel<sup>1</sup>. Pupils come from across Suffolk and the hostel is now the only residential provision for pupils with severe emotional and behavioural difficulties in the authority. As a result, there has been an increase since the last inspection in the complexity of difficulties presented by pupils, resulting in slightly longer placements. Nevertheless, placement is normally short-term, 12 to 18 months being the norm.

The unit is in a period of transition. It is emerging from a difficult and unsettling period following the closure of a county residential special school, an in-county review of provision, secondment of the warden for one year, retirement of a long-standing deputy and matron (both after 30 years in post), hospitalisation of the warden for three months in the autumn of 2000 and difficulties in appointing a principal child care officer. Further adjustment was necessary during the inspection as a consequence of a Class 1 teacher being critically ill. Additionally, many normal activities – animal watching and videoing, small mammal trapping, cross country running, visits, trips and football fixtures – could not take place in the weeks preceding the inspection as a consequence of the Foot and Mouth epidemic.

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

Hampden House is a very effective pupil referral unit with a number of excellent features. As a result of good teaching, a rich curriculum and very good assessment systems, pupils make good progress and the unit is exceptionally successful in returning pupils to mainstream school. The warden provides excellent leadership and there is a strong sense of teamwork amongst the staff. The unit provides very good value for money.

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<sup>1</sup> The term 'hostel' is used throughout the report when referring specifically to the unit's residential provision.

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

- The unit has an outstanding record for successfully reintegrating pupils into mainstream school.
- The excellent leadership of the warden, the very good arrangements for staff development and the high level of commitment and experience of the staff ensure that the unit functions very effectively.
- Pupils achieve well and those at Key Stage 3 often make very good progress academically, in their attitudes to learning and in their behaviour, as a result of very good teaching.
- A wide range of learning opportunities is provided, including an excellent programme of activities within the 24-hour curriculum; there are extensive community links, the curriculum is very well planned and pupils have outstanding opportunities to learn about the environment and the natural world.
- Assessment systems are very comprehensive and the monitoring of pupils' progress is extremely thorough.
- The unit works in close partnership with parents and provides high quality care for its pupils; very good residential care enhances pupils' personal development and makes a significant contribution to their academic achievement.
- Provision for pupils' personal development is very good and supports their effective reintegration into mainstream school.
- The unit manages its finances very well and makes very good use of new technologies.

### **What could be improved**

- Teaching at Key Stage 2 is satisfactory but there is scope for further improvement, especially in the management of pupils' behaviour and in lesson planning.
- Although behaviour in the unit is generally good, it is not always managed with sufficient firmness and not all staff convey consistently high expectations of what constitutes acceptable behaviour.

*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 has made good improvement since it was last inspected, in April 1998, by sustaining and building upon its existing strengths. There has been excellent improvement in curriculum planning, which is now consistently of high quality. The curriculum offers a wide range of learning opportunities to all pupils. The unit has introduced a planned programme of personal, social and health education, and this appropriately includes sex education and drugs education. Learning support assistants are effectively deployed, and the management committee is sufficiently informed about the unit's work to provide good support. The role of the committee is complemented very effectively by the local education authority who rightly take the lead in holding the unit to account and contributing to its strategic development. Although building work has not yet begun, there are definite plans to improve the quality of accommodation.

## 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 14	Key	
English	A	very good	A
mathematics	A	good	B
science	A	satisfactory	C
personal, social and health education	B	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

Pupils make good progress during their time at the unit and this enables the vast majority, over 80 per cent in recent years, to reintegrate into mainstream school. This is an exceptionally high rate of success, especially given pupils' low level of attainment on entry and their severe emotional and behavioural difficulties. At Key Stage 2, pupils make satisfactory progress in lessons and over time, but the 24-hour curriculum makes a very good contribution to their learning, ensuring that their overall achievement is good. At Key Stage 3, high quality teaching in combination with the 24-hour curriculum results in very good achievement for many pupils. The oldest pupils make very good progress in reading and spelling and good progress in speaking and listening and in writing. Their progress in literacy is generally very good. Pupils frequently make very good progress in mathematics and science. Their progress in other subjects, including information and communication technology, is generally good and progress towards their individual targets is very good. Pupils of all ages make exceptional progress in learning about the environment and the natural world.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the unit	Pupils' attitudes to the unit are good throughout but, whereas attitudes to learning are often very good at Key Stage 3, they are at times unsatisfactory at Key Stage 2.
Behaviour, in and out of classrooms	Behaviour is good overall and pupils at Key Stage 3 make very good improvements in their behaviour. There are some instances of unsatisfactory behaviour in lessons at Key Stage 2. All pupils are courteous and polite.
Personal development and relationships	Pupils make very good progress in their personal development; relationships between pupils and staff are very good and those between most pupils and one another are good.
Attendance	The attendance rate over the last year was below national expectations but this was due to a high level of authorised absence through the hospitalisation of four pupils.

## TEACHING AND LEARNING

Teaching of pupils:	aged 7-11	aged 11-14
Lessons seen overall	Satisfactory	Very good

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

In 96 per cent of lessons, teaching was at least satisfactory, in 62 per cent it was at least good and in 31 per cent it was very good. The quality of teaching is satisfactory at Key Stage 2, whilst it is very good at Key Stage 3. A regular teacher of the Key Stage 2 class is on long-term sick leave, however, and this is putting other staff under greater pressure than usual. At Key Stage 2, teaching is satisfactory in English, mathematics, information and communication technology, and personal, social and health education, it is good in science and very good in history; teaching in art is occasionally unsatisfactory. Teaching at Key Stage 3 is very good in English, mathematics, science, geography, religious education; it is good in art and physical education, and satisfactory in German. The skills of literacy and numeracy are well taught at Key Stage 2 and very well taught at Key Stage 3. Teachers meet the differing needs of their pupils effectively and set a range of individual targets for each pupil.

Pupils' learning is satisfactory at Key Stage 2 and frequently very good at Key Stage 3. Older pupils generally concentrate better, work harder, and almost invariably behave better in class. Pupils at Key Stage 2 are more dependent learners and more inclined to engage in inappropriate behaviour. However, they work well where teaching and behaviour management are effective. All pupils make at least good improvement in their learning skills and regular self-evaluation encourages pupils to reflect on their effectiveness as learners. As a result, they share some of the responsibility for improving their learning skills and this contributes to their preparedness for return to mainstream school.

## OTHER ASPECTS OF THE UNIT

Aspect	Comment
The quality and range of the curriculum	Pupils are given a very good range of learning opportunities and the curriculum exceeds national expectations for pupil referral units.
Provision for pupils with special educational needs	All pupils have special educational needs; the unit makes good provision for individual needs.
Provision for pupils with English as an additional language	The school has no pupils currently on role for whom English is an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal, spiritual, social and cultural development is very good, that for moral development is also good but a little less strong because pupils are not consistently taught right from wrong in the hostel or in class at Key Stage 2.
How well the unit cares for its pupils	The unit provides high quality care and the residential provision makes a major contribution to the care and support of pupils.

The programme of activities in the 24-hour curriculum is excellent; there are extensive community links, curriculum planning is of high quality, and pupils have outstanding opportunities to learn about the environment and the natural world.

The unit works in close partnership with parents and keeps them very well informed about their children's progress.

### HOW WELL THE UNIT IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The warden provides excellent leadership and clear educational direction. He is effectively supported by other staff in key positions.
How well the management committee fulfils its responsibilities	The management committee is kept well informed about the unit's work, it is appropriately involved and provides good support. The local education authority provides very effective support.
The unit's evaluation of its performance	The unit is very effective in monitoring and evaluating its own performance.
The strategic use of resources	The strategic use of resources is very effective and the unit seeks always to achieve best value for money.

The headteacher is dynamic and proactive. The remaining senior managers are newly in post – the principal child care officer and her assistant are currently in acting roles – but staff work very effectively as a team. The unit is well provided with staffing and learning resources; its teaching accommodation is unsatisfactory but there are definite plans to build two new classrooms and to make further improvements.

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

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Parents are pleased that their children enjoy attending the unit.</li> <li>• They consider that their children are making good progress and they are glad that the unit expects them to work hard.</li> <li>• They believe that an interesting range of activities is provided outside lessons.</li> <li>• They feel well informed and would feel comfortable about approaching the unit with questions or a problem.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents are unsure about whether their children receive enough homework.</li> </ul>

The small number of parents who returned the questionnaire were overwhelmingly supportive of the unit's work. Inspection findings confirm parents' positive views. The arrangements for setting homework and for its completion within the residential setting are good and contribute to the progress that pupils make.

## **PART B: COMMENTARY**

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

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

1. Pupils attend Hampden House for relatively short periods of time. They are admitted and reintegrated at any age between 6 and 16, without necessarily reaching the end of a key stage. There are also relatively few pupils in any one year group. For these reasons, judgements about pupil attainment are reported in this report 'within' rather than 'at the end of' key stages. It is also inappropriate to judge the attainment of pupils for whom the unit caters against national age-related expectations or averages. The report does, however, give examples of what pupils know, understand and can do. Judgements about progress and references to attainment take into account information contained in pupils' statements, annual reviews and individual education plans.
2. Pupils achieve well during their time at the unit and this enables the vast majority, over 80 per cent in recent years, to reintegrate into mainstream school. This is an exceptionally high rate of success, especially given pupils' low level of attainment on entry and their severe emotional and behavioural difficulties. At Key Stage 2, pupils make satisfactory progress in lessons and over time, but the 24-hour curriculum makes a very good contribution to their learning, ensuring that their overall achievement is good. At Key Stage 3, high quality teaching in combination with the 24-hour curriculum results in very good achievement. As a result of the nature of its intake and the relatively short time pupils attend the unit, overall targets are not set but challenging targets are set for each pupil. Their progress towards meeting their individual targets is generally very good.
3. At Key Stage 2, pupils make good progress in reading, both as a result of the very regular inclusion of reading and the thorough way in which pupils' reading is tested, and satisfactory progress in speaking and in writing. Their progress in listening is not as good as it could be because of the lack of insistence on listening while others speak. Where pupils are interested, for instance when a 'Harry Potter' tape was played to them, most are capable of listening absorbedly for a considerable length of time. A higher-attaining pupil commented on the rhythm of speech and the range of voices used by the storyteller in the 'Harry Potter' recording, showing a relatively sophisticated level of awareness. However, their listening is not usually this effective because pupils lack self-discipline and teachers' management of their behaviour is not always firm enough.
4. Pupils read aloud generally with good accuracy and varying expression. A lower-attaining minority stumble on unfamiliar words or mispronounce them, and they are not yet quite confident in finding strategies for tackling more difficult words. Pupils quickly gain in competence after a short time at the unit, however, and most are able to answer questions about a text that has been read aloud by the teacher and by other pupils. Higher-attainers sometimes ask interesting questions which show that they are thinking about what they have read. For example, one boy made a statement that was also a question, saying, surprisedly, 'I didn't know that a river could be shallow'. Other pupils show a good knowledge of the plot in stories they are reading and readily explain what has been happening.

5. Higher-attainers write about a given topic using fairly basic sentence structures, but they order the material in a logical sequence and choose some words imaginatively. Lower-attainers need help with spelling and recording their ideas. Often their understanding is much better than their written work would suggest. Some pupils arrive in the unit unable to form their letters accurately, others at a very early stage in producing joined-up handwriting. Lower-attainers make satisfactory progress in pre-writing skills, learning to produce the swing patterns and bridging curves needed in joined handwriting. Average-attainers increase their accuracy and begin to write at greater length. Most pupils' spelling is usually phonetically correct, although some pupils make errors in spelling even when copying a piece of text. The use of capital letters is not fully established for lower-attainers and pupils make gradual progress in the use of punctuation. They have a growing awareness of conventions in story writing and higher-attaining pupils employ greater variety in their writing. It is evident, however, that pupils' written work sometimes includes careless errors, as a result of their unwillingness to apply themselves. In a lesson at Key Stage 2, pupils were able to produce an extensive list of nouns, verbs and adjectives to describe what they saw in a picture and most were clear about which words fitted into which category.
6. At Key Stage 3, pupils make very good progress in reading and spelling and good progress in speaking and listening and in writing. Pupils' learning at Key Stage 3 is greatly helped by their positive behaviour and by their good listening skills. In a lesson on 'The Iron Woman', pupils listened in rapt attention to the teacher's reading, and their answers to her questions showed that they had acquired a good knowledge of the finer points of what they had heard.
7. Pupils enter the unit at Key Stage 3 functioning generally at least two years below their chronological age in reading and at a lower level than that in writing and spelling. The lowest-attainers have very limited knowledge of spelling, managing to include some of the correct letters in a word, but only short single-syllabled words are spelt correctly. Regular tests show that pupils of all abilities make what are at times rapid gains in literacy, as evidenced by one higher-attaining pupil who entered the unit with a spelling age of 11 years 10 months and whose progress in less than a year took him to a spelling age of 14 years 7 months. Literacy therefore soon begins to support learning in other subjects, so that pupils are able to label illustrations in science and design & technology.
8. Most pupils read quite fluently and put expression into their reading. Even where a text is challenging, as in the class reading of 'Romeo and Juliet', most pupils tackle it well and make good progress in understanding what they have read. Higher-attaining pupils have a detailed knowledge of the plot, others are able to retell the story so far and to answer some questions about the motives of different characters. Pupils make clear progress in relation to their prior attainment in comprehension and they make effective reference to the text to shape their answers. Reading records show that pupils are reading a significant number of books.
9. Pupils sequence their ideas logically in their writing, for instance when writing from the point of view of the main character in 'Oliver'. Lower-attainers write in short sentences, ending in a full-stop but not always showing a secure understanding of the use of capital letters. They can sequence a number of sentences correctly to form a story. Higher-attainers make use of a wider vocabulary and make some use of quotation marks. Pupils generally understand the conventions of different forms of writing, such as diaries and letters. Over time, it is evident from their work that pupils are generally applying themselves well.

10. In a lesson that linked English and geography, a video on the rainforest was used as the stimulus for discussion, which then led into each pupil writing an acrostic poem. Many pupils worked absorbedly, making use of vocabulary that had been written on the board to help them with spelling or ideas, and their poems showed an emotional sensitivity with the choice of words such as 'beautiful' and 'peaceful' and some very good technical elements. All pupils produced very effective pieces of work and many read out their poems to the class at the end of the lesson.
11. Pupils' achievement in mathematics is satisfactory at Key Stage 2 but very good at Key Stage 3, because the older pupils learn more effectively than the younger ones. At Key Stage 2, pupils develop their knowledge and understanding of number, measures, handling data and problem solving, and increase their understanding of place value. Pupils round numbers to the nearest ten, write four-digit numbers from dictation and add numbers to two decimal places. They convert analogue time into digital time and carry out addition and subtraction without the use of a calculator. They increase their knowledge of times tables and use them effectively for multiplication and division. Pupils also make satisfactory progress in problem solving, measures and handling data. They give change from £1, measure the area of rectangles in square centimetres and draw block graphs to record data from tally charts. At Key Stage 3, pupils increase their knowledge, skills and understanding of mathematics. They work out factors of two-digit numbers, understand prime numbers and convert simple fractions into decimals and percentages. Pupils recognise the differences between obtuse, reflex and acute angles and they plot co-ordinates accurately within four quadrants. Higher-attaining pupils know that the point of intersection between the 'x' and 'y' axis is called the origin and that co-ordinates are written in brackets with a comma. Lower-attaining pupils draw bar charts, line graphs and pie charts and calculate the volume of water poured into a container.
12. In science, pupils' achievement is at least satisfactory at Key Stage 2 and very good at Key Stage 3. At Key Stage 2, pupils learn about living things through investigations and they identify the main differences - such as movement, growth and reproduction - between living and non-living things. Pupils know that air, water, sunlight and warmth are needed for plants to grow, and classify animals as reptiles, amphibians, birds, fish, insects and mammals. Higher-attaining pupils know that plants turn white when grown in the dark and understand the differences between arachnids and molluscs. Lower-attaining pupils know that roots grow on an onion when it is placed in water and classify animals as wild or domestic. At Key Stage 3, pupils build very effectively on their earlier knowledge and understanding of living things. They understand the functions of plant roots, stems and leaves. They investigate and can identify those features of plants that would make them particularly suited to tropical rain forests, considering features such as plant density, available light, humidity and temperature. Higher-attaining pupils know that leaves produce food by using sunlight to convert carbon dioxide and water into glucose and starch with a clear understanding of photosynthesis. Lower-attaining pupils know that plants also breath oxygen from the air. Older pupils make very good use of computers to record and analyse the results of their scientific investigations by producing tables and graphs for analysis.
13. Pupils' work in art and design shows that they are making at least satisfactory progress through exposure to a good range of techniques, processes and materials. Pupils at Key Stage 3 have recently made good progress in learning methods for transferring a design to fabric and produced a collection of images for use in their cushion designs. When painting on cold wax in preparation for dyeing fabric using a batik method, pupils applied the wax quite accurately. Working from secondary sources, pupils at Key Stage 2 are able to copy the main shapes with reasonable

accuracy, but only higher-attaining pupils show any accuracy in their colour mixing. In the one Key Stage 2 lesson that occurred during the inspection, pupils showed a distinct lack of knowledge of colour mixing and made unsatisfactory progress as a result of the teacher's lack of subject knowledge. At both key stages, pupils' drawing is linear and does not show an awareness of tone, although they have had good opportunities to draw buildings *in situ* in order to extend their powers of observation. Some aspects of the subject need to be taught more systematically and pupils need to see examples of what is expected of them.

14. In design and technology, pupils make at least satisfactory progress through topics that are linked well to the National Curriculum. Pupils of all ages have produced pleasing models of a variety of different 'flying machines' as well as learning about pneumatics and structures. Curriculum planning ensures that pupils study key themes, so that they are likely to be reasonably up to date with the subject when they return to mainstream school. Topics in resistant materials involve research and evaluation as well as designing and making. In food technology, pupils learn about healthy eating, about how to design a particular dish, and sometimes they contribute to meals in the hostel by taking their turn to cook and prepare food for tea.
15. In geography, pupils at Key Stage 2 know the water cycle and can identify the parts of a river system. They can describe the weather in different regions of the world and in different seasons. They use the index of an atlas to locate places and can locate and name the continents on a world map. Pupils at Key Stage 3, find information from books, CD-ROMs and the Internet and then organise and present their evidence. In their study of tropical rain forests they know the location of the forests and understand the various effects of cutting down the trees. Most pupils gain a sound understanding of geographical concepts though some are reluctant to write and their written work does not reach as high a standard as their oral understanding. Pupils of all ages make exceptional progress in learning about the environment and the natural world.
16. In history, pupils make at least good progress. At Key Stage 2, they have a developing knowledge of the Egyptian period and can place it chronologically and geographically. They deduce facts about the past from historical artefacts and evaluate the usefulness of resources such as newspaper cuttings. In a Key Stage 2 lesson on Anglo-Saxon settlements, pupils were able to give the reasons why the Anglo-Saxons invaded Britain. Pupils at Key Stage 3 have started to understand the causes of events in their study of Tudors and Stuarts. They know some basic facts, such as which people were cavaliers and which roundheads. Most pupils gain a sound knowledge and understanding of the history they study, though their written work does not reach the standard of their oral understanding.
17. Pupils make good progress in information and communication technology (ICT). At Key Stage 2, they do simple word processing and use clip art. This contributes to their literacy development. Pupils at Key Stage 3 do more complex word processing including text editing. They scan pictures to incorporate into their work and are able to change the size of these. They input data into spreadsheets and produce graphs. In a number of subjects, pupils use ICT to do research. At Key Stage 2, they find information from CD-ROMs and at Key Stage 3 they also use the Internet. In drama, a study of Mayan ideas has not only led pupils to produce storyboards and to learn about scripting but also involved them in making 15-second videos and animations using digital cameras. Pupils have recently started to learn how to use computers to control electronic devices such as lights, motors and simple robots. Pupils at Key Stage 2 know how to plan a sequence of instructions to control a robot to move and turn to

avoid obstacles. They build models incorporating sensors and motors and create very simple programs to control their function.

18. Pupils are making satisfactory progress in their knowledge of German. They count to 20, and know colours, the days of the week, months of the year and the German words for family members, clothes and household pets. Pupils are also increasing their understanding of German culture; they know that Germans have different accents and are famous for the wines and cars they produce.
19. In personal, social and health education (PSHE), pupils make good progress and the 24-hour curriculum makes a significant contribution to their learning. Many aspects of the unit's work support the personal and social education of pupils, and the PSHE curriculum ensures that they develop a growing awareness of a range of topics that are relevant to everyday life as well as to their potential return to mainstream school. In PSHE, they learn about the skills that are necessary for a community to function in an orderly manner and consider issues that affect the planet as a whole. In science and in design and technology, they gain some knowledge of healthy eating and healthy living.
20. In physical education, most pupils make good progress in ball skills – throwing, catching, striking and fielding. Higher-attaining pupils reach the average standard expected nationally, but some boys are reluctant to run for more than a very short time. Additionally, a number of pupils engage in a variety of physical activities, and consequently gain a variety of skills, through activities that are made available to them in the 24-hour curriculum.
21. Pupils make satisfactory progress in religious education at Key Stage 2 and very good progress at Key Stage 3. At Key Stage 2, pupils know the main characteristics of Christianity, Sikhism and Islam. They understand key events in Christian stories of the Nativity and the passion and death of Christ. Pupils know that Guru Nanak and the nine other gurus who followed him founded the Sikh religion and they understand that people who follow the teachings of Islam are known as Muslims. Higher-attaining pupils know that Christians celebrate Holy Week in memory of the crucifixion and resurrection of Christ and that Mohammed was born in Saudi Arabia. Lower-attaining pupils know that all religions worship God. Pupils at Key Stage 3 have an understanding of the Ten Commandments, the Eightfold Path and the Five Pillars of Islam. They are able to reflect on how religious rules link with rules in modern life as, for example, those which operate within the unit.

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

22. Pupils improve their attitudes to education as a result of the high expectations set by the unit for their rapid return to mainstream school. Pupils' attitudes are very good at Key Stage 3 and good overall at Key Stage 2; their attitudes in lessons at Key Stage 2 are generally satisfactory. Most pupils are friendly and polite towards staff and talk openly to visitors about their activities. Older pupils enjoy their lessons and take their work seriously. They rarely display lapses in concentration and they persevere with their tasks. These positive attitudes make a significant contribution to the good progress made in lessons. Younger pupils show positive attitudes around the unit, for instance, at mealtimes, but they do not always show the same enthusiasm in lessons and soon become bored or restless, preferring to engage in other activities than the task in hand. This has a negative impact on their learning and the progress they make.

23. Pupils make very good progress in their behaviour during their time at the unit, so that standards of behaviour are mostly good throughout the day. Pupils are very well behaved in the hostel and in the playground. Pupils are particularly well behaved at meal times and in communal areas in the hostel, and show respect and courtesy to staff and visitors. This reflects the good procedures for promoting good behaviour, and the caring, committed work of all the staff.
24. Over the last year, there were 11 fixed-period exclusions and there was one permanent exclusion. However, this was a much higher figure than the unit's usual exclusion rate and was a direct result of the absence of the warden in the autumn term of 2000, coming as it did at the same time as the retirement of two long-serving senior managers.
25. Pupils at Key Stage 3 behave well in the classroom and this supports the good learning that takes place. They listen carefully to staff, follow instructions, use equipment properly and take care of their belongings. There are few incidents of disruption, and any disruption that occurs is usually dealt with firmly and consistently by staff. Pupils at Key Stage 2 also take care of their belongings but do not always behave well enough in class; their behaviour is at times unsatisfactory and occasionally poor. They frequently talk while others are talking or call out instead of raising their hands for help or waiting until the teacher has finished talking. At times, they move out of their seats without permission to engage in other activities. For short periods of time, pupils listen quietly, but they sometimes express reluctance and boredom when asked to read or to write. Younger pupils need frequent reminders to follow instructions and settle down to their work. These incidents of disruption are not usually dealt with firmly or consistently enough by staff. However, when the same pupils receive very firm management, they behave well and quickly follow the code of conduct. In physical education, pupils of all ages generally take part though some are reluctant to run, and isolated pupils dislike sport. In playing games, most pupils co-operate with the rules and enjoy the competitive spirit. During activities in the hostel, pupils generally behave well and show interest in the activities that are provided for them, though there is occasional noisiness when behaviour is not managed firmly enough.
26. Pupils make very good progress in their personal development and this contributes significantly to the unit's effectiveness in reintegrating pupils into mainstream school. Most pupils, particularly at Key Stage 3, understand the impact of their actions on other people and can distinguish right from wrong. They respect the effort other pupils are making to achieve higher standards of behaviour, and acknowledge their achievements. There are few incidents of bullying or harassment, and when occasional acts of bullying occur, staff deal with them effectively so that they do not detract from the positive atmosphere in the unit. Pupils show marked improvements in their self-esteem and in their personal relationships. Very good relationships between pupils and staff are a feature of the unit and most pupils relate appropriately to each other. Some pupils volunteer to help the teacher with small practical tasks or spontaneously fetch a chair for an adult, but many pupils are inclined to be dependent on adults rather than to take the initiative. They show respect for others' views and beliefs, for example in religious education lessons, and all pupils gain significantly in their understanding and respect for the natural world. Their knowledge of environmental issues far surpasses that of most pupils in mainstream schools, and their response to ecological issues showed sensitivity and maturity in a number of lessons at both key stages.

27. The attendance rate in the last complete term, at 80.5 per cent, was unusually low for the unit compared with previous attendance. This is explained by the high rate of authorised absence due to the hospitalisation of three pupils (two of whom were admitted to the Child and Mental Health Unit) and a fourth pupil being admitted into care/secure accommodation. Pupils' attendance is, otherwise, good and they are punctual in getting to class at the beginning of morning and afternoon sessions.

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

28. In 96 per cent of lessons, teaching was at least satisfactory, in 62 per cent it was at least good and in 31 per cent it was very good. The quality of teaching is satisfactory at Key Stage 2, whereas it is very good at Key Stage 3. A regular teacher of the Key Stage 2 class is on long-term sick leave, however, and this is putting other staff under greater pressure than usual. Classes contain a complex mix of different ages within each key stage and different learning difficulties; they include some pupils who have recently arrived or who may be undergoing assessment and others who are about to go out to mainstream school. This presents a distinct challenge for teachers and support staff who, overall, cater well for the varied needs of their pupils. Careful attention to individual needs is underpinned by very thorough assessment systems within the unit and by equally effective curriculum planning. Teachers therefore plan lessons within a most coherent framework and have a wealth of information about their pupils' prior attainment and learning needs. The skills of literacy and numeracy are well taught at Key Stage 2 and very well taught at Key Stage 3.
29. Teaching is markedly better at Key Stage 3 than at Key Stage 2. This stems from two main factors: expectations for behaviour are higher at Key Stage 3 than at Key Stage 2 and behaviour management is altogether more effective. Lesson planning at Key Stage 2 tends to focus more on the activities to be covered than on how best to meet learning objectives. Lesson plans at Key Stage 2 clearly state what is to be learned but objectives are not then used to inform and dictate the course of the lesson. Activities at times take over from the real purpose of the lesson and are, anyway, not always the best means of achieving what is intended. Thus, plans that look reasonably good 'on paper' sometimes turn out to be somewhat ill conceived once the lesson gets underway and minor difficulties start to emerge. Although pupils still make progress on the given topic, their learning and grasp of the material are more superficial than they could be. Initial expectations for behaviour are appropriate but these expectations are not put into practice effectively once lessons get underway. Calling out and talking while others are speaking is therefore tolerated and the response to inappropriate behaviour lacks rigour, although control was never actually lost in any lessons during the inspection. In contrast, classroom routines are well established at Key Stage 3 and pupils know what is expected of them.
30. Pupils' learning is satisfactory at Key Stage 2 and frequently very good at Key Stage 3. Older pupils generally concentrate better and work harder than the younger ones; they almost invariably behave better in class. There were several examples during the inspection of pupils at Key Stage 3 showing real interest in given topics, settling down and becoming quietly absorbed in their work. At best, they worked with sensitivity and showed genuine pride in what they had achieved. Pupils at Key Stage 2 are more dependent learners. However, they work well where teaching and behaviour management are effective or where a task is intrinsically enjoyable. Pupils enjoy using computers and some pupils make considerable effort with their homework. All pupils make at least good improvement in their learning skills and regular self-evaluation encourages pupils to reflect on their effectiveness as learners. This means that they

share some of the responsibility for improving their capacity to learn, which supports their return to mainstream school.

31. In English, teaching and learning are satisfactory at Key Stage 2. Explanations are clear so that pupils understand the purpose of lessons, and work is relevant to pupils' needs. Teachers are calm and persistent. They make good use of computers to reinforce and extend pupils' literacy skills. Some lessons end with an effective evaluation, though others occasionally go on for too long – at times over-running the time when playtime should start – so that there is insufficient time to go over the main points of what has been learned or to evaluate how well pupils have done. The main difference between English teaching at Key Stage 2 and at Key Stage 3 is the way behaviour is managed. In a Key Stage 2 lesson on speech marks, the teacher made good use of a picture as a stimulus for identifying nouns, verbs and adjectives. This motivated pupils, who quickly engaged with the task and sustained their concentration well. Good questioning kept pupils thinking and focused, but there was no proper insistence on pupils following classroom routines by putting up their hands instead of shouting out. This gave rise to isolated incidents of disruption and a general atmosphere that was not particularly conducive to learning until pupils eventually settled down to writing towards the end of the lesson. There were also minor errors in the teacher's subject knowledge, as evidenced by her recording on the board, which led to potential confusion for pupils. The presence of the warden in a support role in another lesson ensured that pupils' behaviour was firmly managed and that action was taken to pre-empt any minor loss of concentration. His presence also provided some challenging questions about the story that was being read - and this made pupils think deeply – and appropriate clarification when new words appeared in the text.
32. Teaching and learning are very good in English at Key Stage 3. Planning is thorough, with tasks clearly matched to the individual needs of each pupil, and there is good coverage of literature as well as of literacy. Activities are varied and carefully chosen to suit pupils' needs as well as serving the overall learning objectives. Expectations are high and the management of behaviour is usually firm, consistent and very effective. Inappropriate behaviour is rarely tolerated; teaching is purposeful and keeps pupils focused on the task. Questioning is probing and promotes thinking, pushing pupils to provide lengthy answers. Instructions and expectations are very clear and timing is precise: this means that pupils are given a task, for instance to look for an example of characterisation or to find similes in the text, and that there is calm and stillness as they do so, knowing that the teacher expects them to be ready to contribute what they have found without delay. Good use is made of ICT and a range of other resources, so that lessons are interesting and motivating. In one lesson, the use of background music helped pupils to concentrate – mainly with minimal support – and resulted in some very effective pieces of personal writing. The teacher frequently reminds pupils that the purpose of learning is to prepare them for return to mainstream school, and pupils generally respond well to what is expected of them. In the best lessons, the teacher has pupils 'in the palm of her hand', controlling and moulding their response. Their keenness to learn in such lessons is most apparent. Evaluation at the end of lessons is very effective and pupils are closely involved in reflecting on how they have behaved and progressed, and therefore how many points they can reasonably expect to be awarded. Work is regularly marked and pupils receive detailed comments that make clear what they have done well and what they could do to improve further.
33. Pupils learn effectively and generally make very good progress in mathematics at Key Stage 3, because teaching is at least good and often very good. At Key Stage 2, pupils' learning and their progress are only satisfactory, because teaching is generally

satisfactory. All teachers' planning is sufficiently effective to support good progress in mathematics. Teachers also mark work so that pupils know exactly how well they are doing and what they have achieved, and they keep good records of pupils' progress. Good use is made of resources, especially computers - particularly at Key Stage 3 - and learning support assistants are used well to provide individual support for pupils. However, teaching is much more effective at Key Stage 3 because it is lively, teachers set high expectations for both learning and behaviour, and they manage inappropriate behaviour effectively. This encourages pupils to work at a good pace, to try hard, concentrate on their tasks and behave well. They enjoy mathematics and take responsibility for their own learning and helping each other. Although teachers have equally high expectations for learning at Key Stage 2, they have lower expectations for classroom behaviour and support teachers do not always help the class teacher sufficiently to maintain acceptable standards of discipline in lessons. Therefore, pupils do not concentrate fully or try hard enough on the tasks that have been set. Their behaviour is at times unsatisfactory and the behaviour of individual pupils is sometimes poor; on such occasions, they do not enjoy mathematics as well as they could.

34. Science teaching is at least good across the school and very good at Key Stage 3. Teachers' lesson planning is very good, providing opportunities for pupils to make at least good progress in science. Teachers mark work and maintain good records of pupils' progress. All teachers provide good opportunities for scientific investigation and computers are used well to enter experimental data and analyse results for investigations. At both key stages, teaching is lively and makes use of a good variety of strategies, including demonstrations, discussion, whole class teaching and individual support, to motivate pupils. Teachers set high expectations for learning and support assistants are used effectively to support individual pupils. Older pupils learn very well, whereas younger pupils make only satisfactory progress because teachers at Key Stage 2 have lower expectations for classroom behaviour. At Key Stage 3, pupils rarely behave inappropriately because expectations for classroom behaviour are high and incidents such as calling out are not tolerated. Older pupils therefore work more productively, try harder, concentrate more on their activities and behave very well in lessons.
35. All pupils enjoy science and their progress is enhanced by the excellent fieldwork opportunities provided within the 24-hour curriculum. These enable pupils to explore and record information about the natural world and to gain a wealth of understanding and knowledge. Pupils have created habitats to encourage a number of different creatures to settle so that they are able to study badgers, foxes, grass snakes, lizards and insects. They measure and weigh bats and learn about the hibernation patterns of minibeasts and small insects. The data that the unit collects is sent to the Suffolk Wildlife Trust, the Institute of Terrestrial Ecology and to the County Council Ecology Unit who use it to inform their planning decisions.
36. Teaching in art and in design and technology is satisfactory overall and pupils are given access to a fair range of learning activities, including visits into the community where they study buildings and make sketches. Teaching and learning were good in the one lesson seen at Key Stage 3 and work on display at Key Stage 2 suggests that teaching there is satisfactory, although teaching was unsatisfactory in the one lesson at Key Stage 2 that occurred during the inspection. The task set was highly appropriate and the visual reference materials provided gave plenty of learning opportunity. Pupils were given a coloured picture and an identical image in outline, then asked to mix and apply paints in an attempt to match the colours to the original. They did not, however, have the most rudimentary knowledge of colour mixing even to

be able to mix secondary colours and were left to find out by 'trial and error' or simply to follow the suggestions of staff. As a result of a lack of subject knowledge, the teacher did not check the pupils' understanding at any stage in the lesson, or demonstrate and provide any guidance of what she expected from the activity, leaving the outcome completely open. As a result, some pupils worked carefully, though not always with small enough brushes, whilst others applied large areas of one colour over a substantial area of their paper, thus painting over many of the outlines that should have been individually filled with a range of colours. Many pupils concentrated well and showed a genuine interest in colour mixing and a desire to increase their knowledge - despite an uncomfortable level of heat in the mobile classroom as a result of bright sunshine outside – but any progress was incidental and the activity in many ways counterproductive.

37. Teaching in geography is at least good. Some of the staff have very good subject knowledge and an excellent knowledge of environmental science. This gives rise to some very good lesson planning: work is closely linked to the National Curriculum and pupils' achievements are assessed and carefully recorded, together with targets identifying how they can improve their work. In one very good lesson at Key Stage 3, pupils were fully involved in role-playing a conference on the management of rain forests. Each pupil represented a different interest group and argued his case. This contributed to pupils' confidence in speaking as well as their skills in listening and analytical thinking. Pupils behaved very well because the activity was interesting and stimulated their imagination. They displayed a high degree of maturity in marshalling their arguments and in negotiating. Pupils' progress in the subject receives a tremendous boost from the excellent range of opportunities to learn about the environment and the natural world within the 24-hour curriculum.
38. In the one history lesson that took place during the inspection – at Key Stage 2 - teaching was very good and pupils' work at both key stages shows that they are making at least good progress over time. The planning of work in history is closely linked to the National Curriculum and pupils' achievements are assessed and carefully recorded, together with ways in which they can improve their work. Good use is made of local history to make history relevant to pupils. In the lesson observed, on the topic of Anglo-Saxon settlements in East Anglia, pupils were motivated to use maps to find local place names with Anglo-Saxon roots and to work out from these the nature of the original settlement. Pupils found concentration difficult, but very good and firm behaviour management, in which expectations were made very clear and consistently enforced, helped pupils to maintain their focus. Good use was made of resources such as a recording of Gregorian chant and a video of a reconstructed Anglo-Saxon village.
39. The deputy warden provides very good subject expertise in information and communication technology (ICT) and ICT skills are promoted effectively in the teaching of many subjects. Pupils use CD-ROMs and the Internet to find information and incorporate this into their work, using word processing and scanned images. In one ICT lesson at Key Stage 2, pupils worked in small groups building computer-controlled models. Pupils enjoyed the work and made some progress in their knowledge and understanding but, because the tasks given were rather ambitious, their attention wandered from one task to another and most did not complete all the work that had been set for them. Some very good cross-curricular projects have been undertaken in ICT. In one, pupils created their own CD incorporating music, poetry and images, which they then took home to show their parents/carers what they had been doing. They have also used video and digital cameras to make a record of their work in drama. Pupils use ICT in English and mathematics to gain extra practice in basic

skills, to improve the presentation of their work and as an integral part of the topics they study in class. ICT lessons are carefully planned and written guidance is provided for teachers of other subjects on how to incorporate ICT into their teaching. Pupils' work is regularly assessed and records are kept of what they have achieved. Teachers' own skills are soon to be developed further by government-funded training.

40. In German, which is taught at Key Stage 3, teaching and learning are satisfactory. The teacher plans and delivers lessons well, maintains good relationships with pupils, and sets high expectations for learning and behaviour using a variety of well thought-out activities, for instance, card games and information and communication technology, to develop German vocabulary. However, some pupils require more individual help than the teacher can reasonably provide, and this leads to incidents of minor disruption such as calling out or refusal to complete tasks, which the teacher is not always able to manage effectively. For example, while the support assistant was working with one pupil, the teacher introduced a game to promote speaking and listening to German with a group of pupils. During this time, two other pupils who had chosen not to join in failed to engage in other tasks. The teacher was unable to provide the immediate support which the more disaffected pupils required at that given time, and this led to pupils complaining and calling out. Despite this, pupils respect the teacher and listen carefully to instructions. Most pupils take a pride in knowing German and enjoy their lessons most of the time.
41. Teaching in personal, social and health education (PSHE) is good overall. A number of subjects of the curriculum contribute effectively to pupils' personal and social education and the 24-hour curriculum makes a very good contribution to their progress and understanding in this area. Planning for the subject is good and pupils cover an appropriate range of relevant topics. At Key Stage 3, the PSHE programme includes consideration of ethical as well as personal issues which require pupils to think deeply about a number of fundamental concerns. Curriculum planning shows that topics at Key Stage 2 are equally relevant but teaching is not always as effective. In a satisfactory lesson at Key Stage 2, the teacher was well prepared with practical resources and the topic was highly relevant to pupils' needs. A number of minor difficulties arose, however, once the lesson got underway, which could have been foreseen with more thoughtful planning. On the theme of 'feelings', pupils were given a series of line illustrations of characters displaying a variety of emotions and asked to match word cards with the emotion illustrated in each picture. This involved significant organisational skills for the pupils, since there were several words and many of the images were quite ambiguous. Pupils generally tried hard, with some success, to match the words and pictures. In doing so, they did not generally engage in much meaningful discussion and some experienced noticeable frustration, which manifested itself in some inappropriate behaviour, which included wandering in and out of the room. Whilst the teacher maintained overall control of the class, the real intentions of the lesson were not properly fulfilled as there was too much focus on completing an activity rather than deepening pupils' understanding of a variety of emotions. The presence of a support teacher in the lesson was much less effective than it should have been, because he concentrated on supporting the learning of two pupils instead of supporting the teacher in controlling behaviour and orchestrating the lesson as a whole. Pupils made some progress in basic skills but they could have achieved much more if the dynamics of the lesson had been considered at greater depth in advance, and resources directed more strategically.
42. Three teachers on the staff have qualifications in physical education. There is no written curriculum as the physical activities are tailored to the individual needs of the boys, and a wide range of activities is provided. Teaching shows high expectations of

pupil involvement, to which most respond well. Activities are well organised, with a rigorous adherence to the rules of the game. This contributes to pupils' social development. Pupils are managed very well and relationships are very good. They get valuable exercise in an enjoyable and positive context. Pupils' motivation and self-esteem are enhanced through the use of praise and points. Keeping a tally of their own points contributes to their numeracy. Some lesson planning is very good, with clear learning objectives and links with other subjects, as well as planning for pupils of differing levels of ability. The facilities at the unit are used well and, in addition, use is made of sporting facilities in local schools and the community.

43. In religious education, teaching and learning are satisfactory at Key Stage 2 and very good at Key Stage 3. Lessons are very well planned and pupils' progress is well monitored. Learning is not as good at Key Stage 2 because teachers use mainly published worksheets which pupils perceive as boring; classroom routines for answering questions, seeking help or listening to others are not firmly established; and support teachers are not always used effectively to assist the class teacher in establishing a climate of good behaviour and consideration for others. The delivery of lessons is much more effective at Key Stage 3 because teachers use well-made resources and artefacts to motivate pupils and bring the subject alive. They also set high expectations for both learning and behaviour, with a 'zero tolerance' for calling out or inconsiderate behaviour. In a lesson at Key Stage 3, the teacher created good opportunities to enhance pupils' spiritual and moral development, for example, by considering the Eightfold Path of Buddhism and the Ten Commandments of Judaism and Christianity and relating these religious 'rules' for daily living to a classroom code of conduct. Pupils then reflected on the importance of this with the result that one pupil spontaneously got into the lotus position, meditating in the Buddhist way for a few seconds. Older pupils work at a good pace, try their hardest, concentrate on their tasks, reflect on their own learning and behave well in lessons. They enjoy religious education more than younger pupils and take more pride in their work.

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

44. The unit provides a range of learning opportunities for its pupils, which is both wide and rich, and the very good curriculum contributes significantly to the progress that pupils make both academically and in their personal development. The different aspects of pupils' development – intellectual, physical and spiritual – are equally addressed and, unusually for a pupil referral unit, pupils attend the unit full time. The curriculum operates as close to the National Curriculum as groupings and ages allow and it exceeds national expectations for pupil referral units in offering English, mathematics, science, art, design and technology, geography, history, information and communication technology, modern languages (currently German), PSHE, physical education and religious education. Information and communication technology is taught across the curriculum at Key Stage 3 and also by means of a discrete weekly lesson at Key Stage 2. Sex education is provided for pupils at both key stages. Citizenship has been incorporated into the PSHE scheme of work and staff have received an appropriate range of training to support delivery of the programme.
45. Curriculum planning, which formed part of a key issue in the last inspection, is now of high quality. All aspects of the unit's provision are focused on the individual needs of the pupils with the primary aim of allowing prompt return to mainstream school and to pupils' homes. The learning needs, aptitudes, level of maturity and personality of each pupil are a source of continual discussion and planning by staff, pupils, parents and local education authority officers. Planning closely reflects the National Curriculum in all subjects and the unit also pays very careful attention to planning for pupils' individual needs. This is particularly important because the age, ability, aptitude, and time spent by pupils in classes are so variable. Individualised planning receives most emphasis in literacy and numeracy, where pupils have precise targets, but a further strength in planning is the way targets are set and regularly reviewed for each pupil in every subject of the curriculum. To enhance further the development of pupils' basic skills, literacy and numeracy withdrawal sessions usually occur on a daily basis, but this arrangement was disrupted during the inspection as a result of the illness of the teacher who takes these sessions.
46. Another very strong feature of planning is the use of cross-curricular topics, frequently linking several subjects and thus deepening pupils' understanding of important issues. This has led to some very exciting fieldwork and other exploration – especially linking science, geography and information technology – which have captured pupils' enthusiasm and imagination, most obviously in their study of the environment. The science curriculum is greatly enriched by activities such as badger watching and videoing foxes and other wildlife. All pupils are given challenging targets in relation to the natural world and expected to meet them during their time at the hostel: these include recognition of 20 to 40 common birds, 20 to 30 species of plant, ten species of butterfly and most mammals.
47. An excellent range of activities is available within the 24-hour curriculum, which contributes much to pupils' overall progress and development. Activities in the hostel include art and craft, pool, snooker, table tennis, keep fit, model making, painting, football, cricket, rounders, squash, basketball, weight lifting and training, cross country, badminton, yard games, wildlife watching (bird ringing and mammal monitoring) by radio tracking, ICT, computer games, army cadets, air force cadets, sea scouts and cubs. Pupils go to watch Sudbury Football team, Sudbury Rugby Club, Ipswich Football Club. They go on outings to Roller Bury and Lazer Quest, and take part in ice

skating, fishing, go-karting and swimming. There have been trips to Walton-on-the-Naze and to theatres in Colchester, Sudbury, Ipswich and Bury St Edmunds, to school productions, Thetford Forest, local and private nature reserves, Ipswich town trail, the cinema, Colchester Zoo, Clare Country Park, local parks, walks, shops and adventure playgrounds. There is an annual trip out with staff as well as regular smaller trips. A varied selection of books and comics is available in the hostel, and an exchange scheme is operated with the library. There are also board games, construction games, television and video games for pupils to use in the evenings.

48. The unit makes extensive use of the local and wider community to enrich the range of learning opportunities, and excellent links with local schools are vital to the unit's outstanding success rate in returning pupils to mainstream school. The unit has very clear criteria for moving a pupil on to mainstream and engages in discussions with an appropriate range of people, including parents, pupils and other agencies, before initiating return to school. After a period of improvement at the unit, pupils are placed in a mainstream school with staff from the unit offering support (normally the warden or deputy warden and, only exceptionally, support assistants). Integration packages are set up by direct negotiation with the mainstream school by unit staff and the local education authority special needs officer. Meanwhile, the pupil normally continues as a boarder at the hostel. Subsequently, pupils return home and to a local school or alternate catchment school, where they are monitored for a term by unit staff.
49. All pupils are expected to return to mainstream and home; for a minority this is not possible and more specialised provision is required. If pupils are unable to return to mainstream, they may move on the residential special provision, therapeutic provision or hospital. Where this is the case, the type of provision chosen is an outcome of thorough discussions with all parties and is referred to the 'out of county' panel.
50. Provision for pupils' personal, spiritual, social and cultural development is very good and that for moral development is good. There is an act of collective worship at the beginning and end of each week. Assemblies are broadly religious; all boys and all staff are required to attend. Religious education makes a very good contribution to pupils' spiritual development and pupils have many and various opportunities to experience awe and wonder through exciting cross-curricular topic work. They have outstanding opportunities to develop a closeness to and an understanding and appreciation of nature through the many environmental projects and visits. This does much to increase pupils' sensitivity and respect for life.
51. Learning to behave appropriately and to respond to the expectations of the unit is clearly central to its work with pupils, but the teaching of right from wrong is not entirely consistent in the hostel or in the Key Stage 2 class. The ethical aspects of moral development are very well taught, however, and pupils are frequently involved in discussions about the environment and about world issues. They have regular opportunities to interact socially with one another and with staff in activities not only within but also outside the classroom. Numerous outings enable them to learn to behave in a way that is socially acceptable. Pupils are involved in the unit's development and are invited to express their views. Circle time is central to this and contributes to the development of pupils' personal skills. It is intended that a unit council will be developed. There are various trips to the theatre, to the cinema and to see school productions, and good attention is paid to making pupils aware of multicultural issues through the many references to world religions in religious education, the inclusion of non-Western stimuli in art, and attendance at exciting arts events such as Japanese drumming and the Chinese circus.

52. The unit works to develop the individual and to offer 'life changing opportunities'. It rightly sees the development of positive personal traits as key to pupils' ability to sustain mainstream placement and return home. The positive relationships between staff and pupils are clearly central to the unit's success and to pupils' personal development. Through its residential provision, the hostel is able to provide relief from adverse circumstances, enabling boys to develop in a caring, stable and supportive environment, where they experience positive relationships with adults and peers and learn to make and develop choices.

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

### **Care**

53. This is a unit that cares deeply for all aspects of pupils' welfare, behaviour, personal development, and their future. The caring is not sentimental or soft but manifests itself in very high quality support and guidance to each and every student. The hostel is an excellent extension of where they live and many of them look upon it as another home. Much of the success of the unit's high percentage of pupils reintegrating into mainstream schools is due to the solid groundwork done to boost and restore their confidence and self-esteem.
54. A very positive relationship has been established between the unit and the large number of visiting professionals from other agencies who provide high quality educational and other support, resulting in the very individual help afforded to all pupils.
55. The unit staff are very well aware of the possibility of bullying occurring. This is not tolerated in any form and everything is done to eliminate it at all times. Pupils and parents are encouraged to report any problems and all aspects of pupils' behaviour are rigorously monitored through observation, pupils' records, and comment from parents. Behaviour management is generally firm, and is supported by rewards and sanctions of which pupils are fully aware. Good work and behaviour are celebrated regularly and pupils greatly value the awards they receive in recognition of their efforts. This mostly gives rise to good behaviour and some staff are rigorous in implementing the unit's clear behaviour policy. However, there are instances in the Key Stage 2 class and in the hostel when expectations for behaviour are not in keeping with the high expectations of the unit as a whole. Pupils' personal development is closely monitored in lessons, by key workers, by staff at all levels in the unit and on the basis of parents' comments when pupils return to the unit after holidays and weekends.
56. The warden is the named officer for child protection. Procedures are securely in place and all staff are acutely aware of the procedures. High priority is given to health and safety within the unit. Regular fire drills are conducted. All staff have basic first-aid training and a number of them have advanced training. Strict procedures are laid down for trips and outings to ensure pupils' safety as well as their enjoyment.
57. The unit's particular success in this aspect of its work is due to a fervent commitment to meeting pupils' needs on an individual basis. Illustrations of this are the highly individual management plans drawn up for each student on admission following assessment, and the provision by the unit for each pupil not only of its own uniform but the uniform of whatever mainstream school where reintegration is taking place. Another example of the unit's support for pupils is the way they are encouraged to be involved in the self-assessment of their academic and personal progress. This self-assessment is followed up by discussions in the care setting and pupils keep a record of all the activities in which they are involved. Videos and other forms of reporting are

sent or taken home to show their parents and carers what they have been doing. Pupils are encouraged to develop their individuality and at the same time learn the value of team and group work. The warden is hoping to introduce a pupils' prospectus with considerable input from pupils to provide a document to help new pupils as they join the unit.

58. The previous inspection report was extremely positive about the support and guidance available to pupils in the unit. High quality procedures and provision for pupils' welfare have been extremely well maintained since the last inspection. The care that the unit provides for pupils remains a very significant strength and has a considerable impact on their lives and, in many cases, results in successful reintegration into mainstream schools.

## Assessment

59. The unit's assessment systems and procedures for monitoring pupils' progress and their personal development are very good, based on regular, on-going assessment of pupils' work and teachers' thorough knowledge of their pupils. On admission, a management plan is drawn up specific to the pupil's needs, following detailed assessment. Staff contact the pupil's previous school for further information and an in-depth assessment of academic ability is undertaken, along with evaluation of social and behavioural skills. Procedures include staff observations and reports from the education welfare officer, the educational psychologist, social services and medical support services. The unit also makes very good use of diagnostic testing (using a range of different tests to develop a full picture of pupils' attainment and progress), on-going assessment by staff, pupils' self-assessment and discussions with them. Parents/carers and mainstream schools are involved in discussions when pupils' targets for improvement are set. Personal development in the unit is reflected in individual education plans and in the 'read file' report<sup>2</sup>, as well as assessment files.
60. The thorough assessment systems enable the unit to maintain an excellent profile for each pupil, which gives a very clear picture of pupils' achievements against the targets that are set in all subjects, and is very effective in informing curriculum planning. The profile also shows clearly the progress that pupils have made against behavioural and learning targets in their individual behaviour plans and individual education plans. These are reviewed every six weeks. Senior managers meet formally to discuss pupils' progress in learning and behaviour on a weekly basis, and staff systematically record progress on a daily basis. The appropriateness of each pupil's placement is reviewed at three-weekly intervals.
61. Pupils are involved in their own continuous assessment and regularly complete self-assessment forms showing their strengths and areas for improvement. Self-assessments are followed up by detailed discussion in the hostel. Academic and behavioural targets for each half term are negotiated with pupils and scored on a weekly basis. The 'points book' forms a record for the pupil of behaviour, progress, feedback, teachers' monitoring and self-evaluation. The 'points book' is a useful document and links academic and behavioural targets very well.
62. Considerable progress has been made since the previous inspection to improve the quality of target-setting and to identify realistic learning outcomes. The warden rightly analyses pupils' performance on an individual basis and a variety of strategies are

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<sup>2</sup> The 'read file' report provides a full picture of each pupil's progress and development over time.

used which are focused on academic and behavioural performance to bring about improvement and to raise attainment.

63. The annual review procedures for pupils with a Statement of Special Educational Need are carefully co-ordinated to ensure that all participants, including parents, the local education authority representatives, mainstream school special educational needs co-ordinators, and external agencies, are properly prepared. The reviews themselves are very comprehensive, taking full account of parents' views as well as the views of staff and other professionals. The warden represents the views of pupils and the whole process focuses very effectively on plans for transition to mainstream school and setting precise targets to achieve this.

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

64. The last inspection report said that parents of pupils in the unit were as fully involved in its work as their circumstances allowed and that the unit made every effort to keep in close touch with parents and guardians. This is still true and the unit remains committed to maintaining very close links with parents at all times.
65. Parents are invited to visit the unit at any time they can and an open-door policy ensures that they always feel valued and welcome. Telephone contact is made with parents at least once each week, often more frequently, and home visits are made at least once a term by senior staff. If parents ask for additional visits during the term, these are made willingly. Parents receive letters if necessary during the week and one particular facet of this good practice is the telephone call made by a member of staff to parents every Friday after that morning's review of each pupil by the senior management team.
66. All contacts with parents are evaluated through discussion with the staff involved, and debriefing with a member of the senior management team takes place following staff visits to parents at home. This feedback is disseminated to all staff orally and through the 'read' file reports. Any concerns at all are immediately reported to senior managers.
67. The unit has initiated a most helpful 'weekend book' for parents who experience behavioural and other difficulties with their children at weekends. This contains helpful guidance for parents on structuring the time they spend with their children positively, and it also offers helpful suggestions on how they can control their children's behaviour. Staff monitor the book when pupils return to the unit and this procedure has been seen to improve pupils' behaviour at weekends and during the holidays.
68. Geographical distance plays a part in the inability of many parents to become involved in the unit in the traditional sense of parental involvement. Nevertheless, they support the work it does and very much appreciate the extensive knowledge shown by staff of the unit's casework. They regularly compliment the unit on its work and have been happy to sign the home-unit agreement. No parent was able to attend the pre-inspection meeting and only six questionnaires were received. However, these were almost entirely supportive and appreciative of the unit's work. Parents have been involved in the production of what is an excellent unit prospectus. It is succinct and provides prospective parents with all they need to know about the unit.
69. Another facet of the unit's very high quality links with parents is the reports they receive on their children's progress at the end of each year. These are very detailed, particularly in regard to the core subjects of English, mathematics and science, and

provide parents with a very clear picture not only of what their children know, understand and can do, but also of where they need to improve to ensure progress.

70. Not satisfied with its existing high quality partnership with parents, the unit has plans for further and future development of this aspect of its work. It would like to see the setting up of satellite parent support groups, ADHD (Attention Deficit and Hyperactivity Disorder) support groups and possible work in bereavement counselling. These aspirations are to be commended and encouraged as, if they come to fruition, they will undoubtedly serve to cement further the already excellent links with parents.

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

71. The aim of Hampden House is 'to provide a caring supportive environment which will allow the boys to successfully reintegrate into mainstream schools and their local community'. As a result of very effective leadership and management, the unit is very successful in fulfilling this aim and provides a quality of education rarely found in a pupil referral unit. It has many features that are unique.
72. Much of this is due to the excellent leadership of the warden, who provides very clear educational direction for staff and pupils alike. He is a dynamic and proactive leader who is committed to continual improvement and development. Despite illness and time away from the unit when he has been seconded by the local education authority to support other educational establishments, he has managed to sustain the many strengths reported in the last inspection and further improve provision. He has an absolute commitment to making the unit as good as it can possibly be and his philosophy that 'we are limited only by our imaginations' informs his leadership and contributes much to the unit's record of success. High quality policies, systems and procedures provide clear guidance to staff and the warden provides very good on-going support to staff in order to improve their effectiveness.
73. The senior management team has been through recent turmoil with the retirement of the longstanding deputy and matron, the recent appointment of a new deputy and of a principal child care officer and assistant, who are both in acting posts for the time being. These staff provide good support to the warden and duties are effectively delegated, but they have been appointed so recently that they are inevitably 'growing into' their full roles. What is immediately evident is the way that all staff – teaching, non-teaching, care and administrative – work as a coherent team with a shared sense of purpose.
74. The unit is continually seeking to move towards better practice. All staff are involved in evaluation, and monitoring is very well established. Assessment, attendance, exclusions and other performance information is analysed by age, ethnicity and background of pupils; pupils' behaviour is monitored; there is a systematic programme for improving teaching by observing lessons; and the curriculum is regularly reviewed and matched to pupils' special educational needs. All aspects of the unit's work are subject to scrutiny by senior managers, and feedback and support are given to staff as appropriate. Local education authority officers are also involved in direct observation of teaching staff, support assistants and residential child care officers. Any concerns and issues are brought to the attention of senior staff immediately for action or discussion. Additionally, monitoring takes the form of listening to staff, pupils, parents and support agencies. A major drive is to empower staff and develop new skills; these approaches have allowed staff to initiate projects and further develop the unit. An internal review was recently completed with input over three weeks from staff, numerous pupils, local education authority officers and some parents.

75. The findings of this evaluation exercise have informed the development plan for 2001/2002 and the formulation of the three to five year planning cycle. Everyone concerned is involved in identifying priorities for development. It is strongly evident that the unit is constantly seeking to develop, even in areas where provision is already very good. It is currently looking to further strengthen its practice by becoming an Eco-school. The outcome of development planning is carefully evaluated by consultation, scrutiny of results, observation of practice, feedback, review and resetting of targets as appropriate.
76. The management committee is closely involved in the work of the unit and provides good support. It is kept informed about all aspects of the unit's work via the warden's reports, visits, attendance at professional development days, and discussions with staff, pupils and parents, as well as dialogue with senior managers. The composition of the management committee has changed since the last inspection and, as a result, it is now more influential. Representatives from two local schools are on the committee and social services and the psychological service are represented.
77. The unit operates within clearly defined terms of reference laid down by the local education authority (LEA). The LEA's policy framework for pupil referral units and its redrafted single EOTAS (Education Other Than at School) policy, replacing a previous collection of separate documents, provide effective guidelines. The unit receives very good support from the LEA designated officer, the advisory service and other members of the LEA. The warden is a member of the headteachers' group in the LEA and this gives the unit a higher profile than pupil referral units frequently have.
78. Clear admissions arrangements support the effective working of the unit. All pupils are referred directly by the LEA; there are no inter-agency referrals. Pupils are referred either by a placement meeting, which is held once a term, or by a fast track referral to fill any needs if a place is available. Each child referred is discussed in detail by a panel which includes the senior education officer for pupil services, the special educational needs officer from each educational area of Suffolk, the senior educational welfare officer from each area, the educational psychologists, and the schools' medical officer. The warden then follows up potential referrals in greater detail and if appropriate arranges a meeting with parents, followed by a visit to the unit by parents and child. Procedures for the re-integration of pupils into mainstream schools are equally clear, with careful attention given to which school would be most appropriate as an ultimate placement for a pupil, and this contributes a good deal to the success the unit enjoys in returning pupils to mainstream.
79. The unit has two full-time teachers – the warden and the deputy – and four part-time teachers. Three of the current teachers have joined the unit since the last inspection, but all the teachers are very experienced. The teachers between them have a very good range of qualifications and experience. Because of the size of the unit, each teacher teaches a wide range of subjects. Furthermore, at the time of the inspection some staff were having to take on subjects they do not normally teach to cover the duties of a usual teacher of the Key Stage 2 class who is absent through illness. Their qualifications and experience are adequate to support most of these, though a lack of subject knowledge reduces the effectiveness of pupils' learning in a minority of cases.
80. There are four learning support assistants and a further 11 residential child care officers. These are sufficient in number and they have the skills to provide very effective support for teachers and care for pupils. All the support staff, including the

administrative, premises and catering staff, are highly committed and make an important contribution to the success and progress of the pupils.

81. Very good attention is given to the personal and professional development of all the staff, and the links between performance review, whole school development and staff development are very strong. The unit has a draft performance management policy and procedures. All teachers are monitored through observation of their teaching and key objectives have been set for each teacher. The care staff and learning support assistants are appraised informally; the warden intends to formalise this process in order to bring it into line with performance review for teachers. The care staff have a rolling programme of individual development. An impressive feature is the extent to which all staff – teaching and non-teaching – are involved in training. This contributes not only to their professional development but also to their commitment to the unit. A very wide range of courses has been provided, covering relevant topics such as bullying, anger management, counselling and child protection. All staff are encouraged to pursue their own professional development, and financial support is provided where appropriate.
82. Teachers and learning support assistants attend joint training with teachers of local schools. Three staff are qualified trainers. As part of a social inclusion initiative, staff from the unit have provided training to local schools on 'circle time', anger management and behaviour management.
83. The unit was opened in 1967 and was purpose built. The main building is used for residential accommodation and offices. The entrance hall to the main building has recently been refurbished. The residential accommodation is very good and the unit as a whole provides a stimulating and well-maintained environment for pupils in which to learn and play.
84. At present, the teaching takes place in two mobile classrooms, which impose some restrictions on what can be taught. However, funding has been provided and architects' plans drawn up for two new permanent classrooms which will overcome these restrictions. Meanwhile, staff are innovative and make use of external facilities and the community to ensure that pupils receive a rich variety of learning experiences in spite of the limitations of the unit's teaching accommodation. The current teaching rooms are very well cared for and maintained to a high standard of cleanliness. Very good displays celebrate pupils' work and support the teaching of literacy, numeracy and other subjects.
85. As a result of the high standard of care and cleanliness, the temporary classrooms provide a good learning environment for basic subjects, but they are unsatisfactory for the full curriculum as there are no specialist facilities for science, art, music or design and technology. In the summer, the classrooms become too hot for comfortable working and the heat adversely affects pupils' levels of concentration.
86. A large playing field within the grounds is used for football, cricket, rounders and other games. A small all-weather playground is used for volleyball, tennis, badminton and an assortment of games; this is floodlit, allowing use throughout winter evenings. There is a very small gym in what was a garage. Squash courts, football pitches and other facilities are sometimes hired from mainstream schools and sports clubs, and the outdoor swimming pool is used at the primary school next door. The unit's grounds are used extensively for science, and the creation of habitats enables pupils to study wildlife. Additionally, excellent use is made of the local and wider communities to study the habits of animals, birds and other creatures.

87. The classrooms are well equipped with resources for basic teaching and these are well organised and readily available for use. There are adequate learning resources for most subjects. Each classroom has a television and video, an overhead projector and several computers.
88. The unit has a very good range of resources for ICT. The ratio of pupils per computer is much more favourable than in most schools. The computers have recently been connected to the National Grid for Learning and pupils have access to CD-ROMs and the Internet. They have use of a digital camera, video camera and scanner and use these to create their own CD-ROMs. The unit is equipped with kits enabling pupils to build models with electronic sensors and motors which can be computer-controlled as robotic devices. There is a weather station and data from this is posted on the unit's own website, as a database for the local community. The website is maintained by the pupils, under staff supervision. The unit also has a computer-based individualised learning system with programs to support the development of numeracy and literacy.
89. These good quality facilities are used for some very imaginative projects. For example, using photographs provided by a professional photographer, pupils have created a CD-ROM of environmental images from around the world, which they have indexed and classified according to a number of themes. Copies of the CD-ROM are to be provided to local schools to use in learning geography. Projects such as these give added relevance to the pupils' work and build their self-esteem, as well as contributing to links with the local community.
90. The unit makes very good use of the community, particularly where it has limitations in its own resources. For example, it has insufficient artefacts for the study of religious education but these are borrowed when needed from local schools. In science, there are adequate resources for the current curriculum, but when chemicals are needed these are borrowed also.
91. Financial planning is very good and is based on a three-year cycle of development. Due to the unique nature of the unit - being the only residential pupil referral unit in the country - the warden plans expenditure and manages the delegated budget as a residential special school. He meets with the LEA designated officer and the management committee to review planning and establish appropriate priorities for future expenditure. Good use is made of specific grants and additional funds. The unit makes very good use of new technologies to support learning within the curriculum and for school administration and financial control.
92. The day-to-day management of income and expenditure by the warden and office administrator is very good. All checks and balances are in place to ensure financial security and principles of best value are applied very well to all areas of provision. The management committee is effective in monitoring spending, and the LEA carefully considers a monthly report on income and expenditure to ensure the budget is kept within agreed limits.
93. The unit uses the resources made available to it very effectively and pupils make sufficient progress in their learning and personal development to enable the vast majority to return to mainstream school. The cost of weekly boarding is relatively low. Good improvements have been made in a number of areas since the last inspection and there are many examples of excellent practice. The unit is, therefore, now providing very good value for money.

## WHAT SHOULD THE UNIT DO TO IMPROVE FURTHER?

94. To raise pupils' achievement further and build on the many existing strengths in provision, the warden and senior managers should:

- (1) Improve the quality of teaching and, consequently, pupils' progress at Key Stage 2, by:
  - ensuring that teachers enforce the code of conduct consistently in class so that pupils are required to put up their hands and listen while others are speaking;
  - setting precise social skills targets that specify each aspect of a pupil's behaviour in the classroom that needs to be improved;
  - choosing activities that best serve the learning objectives and ensuring that the objectives dictate the course of the lesson;
  - relying less heavily on worksheets and introducing a wider variety of resources and methods to make learning more stimulating;
  - ensuring that support teachers fulfil an active role alongside the class teacher in supporting or teaching the lesson as a whole and managing behaviour;
  - working to overcome minor shortcomings in subject knowledge and some inaccuracies in spelling.  
(See paragraphs 29, 31-34, 36, 41, 43)

- (2) Ensure that behaviour management is consistently rigorous throughout the unit and that all staff have sufficiently high expectations of what constitutes acceptable behaviour, so that the practice of all staff mirrors the very good practice already evident much of the time.  
(See paragraphs 25, 40, 55)

## **BOARDING PROVISION**

95. The quality of the boarding provision is very good. The acting head of care and residential staff are very experienced and place a strong emphasis on providing an environment in keeping with a home rather than an institution; for example, staff often read bedtime stories to the boys. Very good training and professional development opportunities are provided for care staff as well as for teachers. All care staff have received training in anger management, circle time, bereavement counselling and in making provision for pupils' spiritual, moral, social and cultural development. This has enabled the unit to become even more effective in its work: as a result of training in 'circle time', residential staff have recently introduced it successfully into the hostel and this has had a positive impact on boys' personal development. The warden now recognises the need to develop training further so that residential care staff have opportunities to gain recognised qualifications.
96. Very good links are maintained with parents. Parents visit the hostel prior to a boy's admission, the head of care carries out home visits and staff maintain regular contact with pupils' homes to ensure a very smooth admissions process which enables boys to settle quickly into their routines. Each pupil has a key worker who provides effectively for his individual personal needs and liaises closely with the family. The unit is currently developing the role of key workers further to ensure closer partnership arrangements with parents. Very close contact between care staff and home is maintained when boys are ready to leave the hostel so that transition arrangements to mainstream school and home are very smooth. Relationships between staff and pupils and between pupils are very warm and boys address female staff as 'auntie'.
97. Clear structures and routines within the hostel enable boys to feel safe and secure. Getting-up routines in the morning are very well organised. All boys make their own beds each morning and then clean their teeth after breakfast. After lessons in the afternoon and during the evenings, there is a clear timetable of events. This ensures that pupils use their time constructively and know what to expect. All pupils are required to complete homework in the hostel: 45 minutes is allocated to this at the end of lessons or a bit later in the evening. Bedtimes are staggered according to pupils' ages.
98. Standards of cleanliness in the hostel are high, particularly in bedrooms, which are kept neat and tidy. Boys have personalised their sleeping areas with their own attractive displays – and take part in a competition to see who has created the best sleeping area – and there are sufficient wash-basins, baths, showers and toilets to provide a good level of privacy.
99. As detailed already in the report, an excellent range of activities is provided within the residential provision, which makes a very good contribution to pupils' academic achievement and personal development. Some of these contribute to National Curriculum subjects such as science, mathematics, physical education, history and geography. Pupils can opt for a range of activities during the evenings. The head of

care has a budget to meet the running costs of activities and for pupils' pocket money, and this money is very well managed.

100. Very good assessment and recording arrangements ensure that pupils' progress and personal development are carefully monitored. Each boy has an individual care plan which is closely linked to individual education plans and individual behaviour management plans, and liaison between teaching and care staff is very good. Good procedures are in place to record the administering of drugs and medication, and boys have access to the telephone so that they are able to make calls in privacy.
101. The unit provides a very good range of well-balanced and nutritious meals. During mealtimes, pupils are courteous, helpful and eager to engage visitors in conversation. Pupils say 'grace' before meals and this enhances their spiritual development. They behave very responsibly when waiting for their meals and everyone has sufficient to eat.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	26
Number of discussions with staff, governors, other adults and pupils	22

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	31	31	34	4	0	0

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

### Information about the unit's pupils

#### Pupils on the unit's roll

	No. of pupils
Number of pupils on the unit's roll	19

#### Special educational needs

	No. of pupils
Number of pupils with statements of special educational needs	15
Number of pupils on the unit's special educational needs register	19

#### English as an additional language

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

### Attendance

#### Authorised absence

	%
Unit data	19.5

#### 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	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	19
Any other minority ethnic group	0

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	11	1
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: Y2 – Y11**

Total number of qualified teachers (FTE)	4.6
Number of pupils per qualified teacher	4.1

*FTE means full-time equivalent.*

#### **Education support staff: Y2 – Y11**

Total number of education support staff	15
Total aggregate hours worked per week	219.75

### ***Financial information***

Financial year	2000/2001
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	£
Total income	357,091
Total expenditure	400,091
Expenditure per pupil	15,700
Balance brought forward from previous year	43,000
Balance carried forward to next year	-

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	19
Number of questionnaires returned	5

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	40	40	0	0	20
My child is making good progress in school.	40	60	0	0	0
Behaviour in the school is good.	20	60	0	0	20
My child gets the right amount of work to do at home.	20	0	20	0	60
The teaching is good.	60	40	0	0	0
I am kept well informed about how my child is getting on.	60	40	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	100	0	0	0	0
The school expects my child to work hard and achieve his or her best.	100	0	0	0	0
The school works closely with parents.	80	20	0	0	0
The school is well led and managed.	80	20	0	0	0
The school is helping my child become mature and responsible.	60	40	0	0	0
The school provides an interesting range of activities outside lessons.	80	20	0	0	0