

INSPECTION REPORT

FORDWAY PUPIL REFERRAL UNIT

Stanwell

LEA area: Surrey

Unique reference number: 129916

Head of Centre: Sharon Giachy

Reporting inspector: Mary Last
17171

Dates of inspection: 5th - 8th November 2001

Inspection number: 237013

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

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the unit. Under the School Inspections Act 1996, the unit must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE UNIT

Type of school:	Pupil Referral Unit
School category:	Maintained
Age range of pupils:	5 to 11 years
Gender of pupils:	Mixed
Unit address:	Stanwell Road Ashford Middlesex
Postcode:	TW15 3DU
Telephone number:	01784 243365
Fax number:	01784 423664
Appropriate authority:	Surrey County Council
Name of responsible officer:	Pauline Bye
Date of previous inspection:	February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17171	Mary Last	Registered inspector	English, information and communication technology, music, geography, history, special educational needs, equal opportunities	What sort of school is it? How well are pupils' taught? How well is the school led and managed? What should the school do to improve further?
14066	Gill Hoggard	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
2152	Brian Emery	Team inspector	Mathematics, science, design and technology, art and design, religious education, physical education	The school's results and pupils' achievements How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

PENTA International
Upperton House
Upperton Road
Eastbourne

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

Page

PART A: SUMMARY OF THE REPORT

Information about the unit
How good the unit is
What the unit does well
What could be improved
How the unit has improved since its last inspection
Standards
Pupils' attitudes and values
Teaching and learning
Other aspects of the unit
How well the unit is led and managed
Parents' and carers' views of the unit

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The unit's results and pupils' achievements
Pupils' attitudes, values and personal development

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

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

HOW WELL DOES THE UNIT CARE FOR ITS PUPILS?

HOW WELL DOES THE UNIT WORK IN PARTNERSHIP WITH PARENTS?

HOW WELL IS THE UNIT LED AND MANAGED?

WHAT SHOULD THE UNIT DO TO IMPROVE FURTHER?

PART C: SCHOOL DATA AND INDICATORS

PART A: SUMMARY OF THE REPORT

CHARACTERISTICS OF THE UNIT

The Fordway Centre (PRU) is part of Surrey's Behaviour and Pupil Support Service and caters for up to 24 pupils aged 5 to 11. During inspection the 14 pupils included 1 girl. Many pupils have experienced difficulties which affect their attitudes, learning, confidence & self-esteem. The PRU's major aim is to help pupils improve their behaviour in order to re-enter mainstream school. 11 pupils have statements of special educational need with emotional / behavioural needs as their main difficulty. Nine pupils attend lessons at mainstream school and 5 are dual registered at both. No pupils have English as an additional language and only one is from an ethnic background other than English. All pupils have individual educational plans with behavioural and academic targets; the majority succeed and achieve well by Year 6. Pupils currently attend the unit for extended periods mainly because no other suitable provision is available but the authority, management committee and staff are working to achieve a speedier return to school.

INFORMATION ABOUT THE UNIT

The PRU provides good quality teaching for small classes in a good learning environment where their achievements are valued. The skilled staff team enjoy good relationships with the pupils and help them to understand their difficulties. And improve their behaviour. The majority of pupils improve their work, behaviour and attitudes but emotional and behaviour difficulties limit the effectiveness of this approach for some others. The PRU is well led and provides good value for money.

What the Unit does well

- Provides good quality teaching and good relationships, which results in improved behaviour and attitudes for most pupils
- Demonstrates a good understanding of and commitment by all teachers and support staff to pupils' with challenging behaviour
- Provides a good curriculum, closely linked to the national curriculum with opportunities for most pupils to spend some time in mainstream schools
- Benefits from good internal accommodation which is used very well to provide a good environment for learning
- Enjoys good relationships with parents who support the school and appreciate the information they receive about their children's progress.

What could be improved

- The quality of targets and the level of tasks set for improving pupils' behaviour and learning in their individual educational plans.
- The consistency with which the staff expect all pupils to conform to agreed standards of behaviour
- The expectation that more mature pupils will improve their behaviour through the setting of more specific and challenging individual targets.

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 PRU has made at least satisfactory progress in addressing the issues of the last inspection in February 1998. Teaching and learning time has been extended with lunchtime providing rich opportunities for personal development and support. The PRU has successfully implemented the national literacy and numeracy strategies and a coordinator leads each subject. The continued development of curriculum and recording documents and improvements in writing systematic targets for learning are a major focus of the PRU's planning. In this respect progress since the last inspection is unsatisfactory. The most

significant improvement since the last improvement has been the expectation that pupils will take responsibility for their own behaviour through a more therapeutic approach: this strategy is effective for most pupils especially those mature and responsible enough to understand their part in the process. The approach is not consistently successful for the minority who are not yet able to make such choices. The staff do not always place sufficient emphasis on the acquisition of the skills and standards of behaviour required in mainstream or special schools for those pupils who are near to moving on.

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 11	Key	
English	C	very good	A
Mathematics	C	Good	B
Science	C	Satisfactory	C
personal, social and health education	B	Unsatisfactory	D
other personal targets set at annual reviews or in individual education plans*	C	Poor	E

- *individual education plans are individual education plans for pupils with special educational needs.*
- *NB The judgements above are made in relation to the pupils' prior learning and their achievements in relation to the work set at the PRU. They do not compare the pupils' achievements with similarly aged pupils in mainstream schools.*

Whilst pupils have some problems with their concentration and behavioural difficulties, they are potentially able to achieve at or around national expectations. However, the pupils' achievements are significantly affected by their previous experience of education and they are often unable to work without close supervision. Despite these problems, pupils make satisfactory progress in the short-term within lessons and over time they make sufficient gains in learning and behaviour to enable them successfully to attend mainstream schools on a part-time basis. In English, pupils make satisfactory progress overall, but their ability in speaking and listening is better than their ability to record their ideas in writing. In mathematics, pupils learn to calculate and several pupils analyse data using their computer skills. In science pupils are motivated by practical tasks and do well when predicting the results of their experiments. In other subjects pupils' achievements are satisfactory. Notable exceptions are the good gains pupils make in their personal and social development, which is exemplified in drama where they work together cooperatively, taking turns and using their imagination.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the unit	Good: pupils enjoy their time at the unit and have positive attitudes in learning with most tackling work with interest
Behaviour, in and out of classrooms	Satisfactory: whilst most pupils have difficulty at controlling their behaviour and there are some disturbances in lessons, pupils generally behave appropriately, listen to teachers' requests and complete the work expected of them.
Personal development and relationships	Satisfactory: pupils respond well to the good relationships they have with staff who help them develop their tolerance and maturity. Pupils develop a sufficiently high level of self-awareness and responsibility although they are not always fully aware of the impact their behaviour has on others.
Attendance	Satisfactory: whilst there are significant levels of absence with attendance figures of 77.6%, some pupils have difficulties in maintaining a regular presence at school. Nevertheless, most arrive punctually and ready to learn. Fixed-term exclusions were low last year and of the ten identified three refer to one pupil.

Many pupils have developed regular patterns of unacceptable behaviour and an entrenched resistance to education and learning. However, within the PRU they are developing an understanding of their own actions and are gradually taking responsibility for how they react. In lessons and around the unit behaviour is generally satisfactory but a minority of pupils continue to attempt to challenge the teachers by the use of unacceptable language and inconsistent responses to work.

TEACHING AND LEARNING

Teaching of pupils:	
Lessons seen overall	Good

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

The quality of teaching and learning is good overall and where lessons include an interesting range of activities pupils are motivated and work hard. Teaching is at least satisfactory and good or very good in over seven out of every ten lessons. There is no significant difference in the quality of teaching across subjects or year groups. In English teachers promote the pupils' understanding of the written word by their good use of the National Literacy Strategy. Teachers also use the national numeracy strategy well and help pupils identify how they tackle tasks and discuss the results. In science lessons pupils learn well and enjoy, a practical investigations. There are very good relationships between teachers and classroom assistants who keep pupils working and minimise any distractions. Staff manage behaviour well but are occasionally inconsistent in ensuring that pupils comply with basic expectations. Pupils' targets are well emphasised during lessons but do not consistently provide sufficiently structured steps of learning. Good teaching enables pupils to rekindle an interest in learning after an unsure start.

OTHER ASPECTS OF THE UNIT

Aspect	Comment
The quality and range of the curriculum	Good: the unit provides the core subjects of English, mathematics, science and ICT plus a good mix of other subjects – notably RE, PSHE, music and drama. Counselling and tutor support are of good quality.
Provision for pupils with special educational needs	Good: the needs of all the pupils are met including those with additional learning needs. External advisory staff, provide guidance when necessary
Provision for pupils' personal, spiritual, moral, social /cultural development	Good: staff provide good opportunities for pupils' to understand & reflect on moral & spiritual ideas in discussions & assembly. Staff encourage pupils' to think about right and wrong and life in a multicultural society.
How well the unit cares for its pupils	Good: the staff are committed to ensuring that pupils are valued and feel supported. Child protection issues are sound & staff well-informed.

The curriculum meets requirements for Pupil Referral Units and is well organised so that all pupils are included in all activities. This includes satisfactory arrangements for ensuring equality of opportunity for the one female pupil. The National Curriculum subjects are regularly taught and pupils learn through useful visits to local places of interest.

HOW WELL THE UNIT IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Very good: the Head of Centre provides strong leadership. She has had a major impact in raising the self esteem and confidence of staff and pupils through her skilled, therapeutic approach to dealing with pupils' difficulties. In only a short time the Head of Centre has improved the focus upon the quality of teaching, learning and behaviour management so that staff are becoming more self-critical. The unit runs as a listening, responsive, well-organised and therapeutic community.
How well the management committee fulfils its responsibilities	Good: the management committee includes many members with highly relevant experience and expertise. Members have already had a positive effect on increasing pupils' opportunities for inclusion and in guiding and supporting the headteacher and staff.
The unit's evaluation of its performance	Satisfactory: after a short time in post the Head of Centre has put several effective strategies in place to identify the PRU's strengths and weaknesses and there are imminent plans to extend this work, in particular to record in more detail the pupils' progress towards their individual education plans targets.
The strategic use of resources	Good: resources are used well within lessons to support pupils' learning and the continued expansion of information and communication technology motivates the pupils and equips them with useful skills. There are sufficient resources and members of staff to meet the pupils' needs. The work of the classroom assistants is a clear strength within lessons in helping pupils with their work.

There are sufficient experienced and qualified staff to meet the demands of the curriculum in all the subjects provided. The accommodation is good, well maintained and provides a very effective learning environment for the pupils. The staff have a good level of awareness of how literacy and numeracy are taught through the national strategies. Resources are good and used well to support pupils' learning. The PRU's spending is well accounted for and staff the principles of best value are used well for the benefit of the pupils. The management group includes several comparatively new members who bring expertise and experience to a committee, which is enthusiastic and determined to raise standards in the PRU, particularly in terms of behaviour and in assuring pupils of a swift and successful return to mainstream or special school.

PARENTS' AND CARERS' VIEWS OF THE UNIT

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • children like attending & make good progress • that the staff expect their children to work hard and tell parents about their work • the good progress made by the pupil • that the PRU staff works jointly with parents to improve the pupils behaviour • the good leadership by the headteacher 	<ul style="list-style-type: none"> • the amount of homework provided • the range of activities out of lessons

Seven parents, (representing 6 pupils), attended the pre-inspection meeting and were highly very supportive of the PRU's work and especially the improvement in their children's work and behaviour, All parents praise the communication between home and unit, the information provided, the annual review process and the targets set for their children's learning. They value the way staff tell them about difficulties but also about children's special achievements. Inspectors agree but acknowledge that parents occasionally need more information about such things as incidents in the playground children are reluctant to explain themselves. Some parents are concerned about a lack of homework but the staff has already contacted parents to explain the situation. Parents would also like more extra-curricular activities but given the complex transport difficulties inspectors feel that the number of visits and recreational opportunities are appropriate.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The unit's results and pupils' achievements

1. The attainment levels of most of the pupils are below those expected in mainstream schools as a result of their previous negative experience of education and their extended absences from school. However, during their time at the PRU pupils' achievement is good. When pupils are admitted to the PRU, a programme of assessment is undertaken concerning basic skills in literacy and numeracy in order to discover how best they could be taught and how readily they will learn. The results of these tests confirm that only a few are approaching the levels of mainstream pupils but the vast majority are working at levels below the national average.

2. The progress that pupils make during their lessons is satisfactory overall and often good. They are gaining in confidence and competence in the basic skills of literacy and numeracy and in communicating with adults although some still struggle to do this in the most appropriate manner. Throughout the PRU pupils make good progress in personal, social and health education.

3. The pupils also work towards targets set at annual reviews and included in their individual education plans. Their achievements in relation to such targets is frequently not identified in individual education plan records so that the pupils' gains in learning are hard to judge from this particular evidence. Based on the fact that in many cases the pupils' targets are repeated for several consecutive weeks, they appear to have made less progress than was expected when the targets were set. In lessons, however, the pupils frequently make good short-term progress which over time builds into appreciable improvement overall. The records and reports based on this evidence are well noted by teachers in their own records and are subsequently reported accurately and in detail to parents. The information provided on the individual education plan recording sheets does not, therefore, provide an accurate picture by suggesting that pupils' achievements are unsatisfactory. This weakness in recording suggests that if the targets set were more specific and included precise steps of learning the pupils might improve their rate of achievement. The issue is particularly relevant as pupils' are reminded of their targets at the start of each day: more specific tasks might help them better to understand their day-by-day achievements.

4. By the time they are eleven, pupils are beginning to make progress across the curriculum in the knowledge understanding and skills, which they have missed as a result of their previous negative educational experiences. In English, pupils make good progress particularly in speaking and listening. When motivated they are articulate and can engage in sensible discussions with adults. Although standards of reading and writing are sometimes poor this is mainly as a result of their negative attitudes to these activities and their previous educational experience. Progress in this area is slower than in speaking and listening. As the pupils' educational behaviour improves and they become interested in their work their reading and writing steadily improves. There are few examples of extended writing.

5. In mathematics, pupils make good gains in their ability to use number in a range of practical situations. They have good mental arithmetic capability, some can respond quickly to questions concerning calculations of money and time for example. Pupils make good progress in their use of mathematics in a variety of settings. For example in work on angles, pupils can demonstrate $\frac{1}{4}$, $\frac{1}{2}$, and $\frac{3}{4}$ turns around a circle. With good support from classroom assistants pupils make distinct gains in their knowledge and skills. One pupil could input data into a spreadsheet and present it in different formats with minimum

supervision and after only a few minutes direct teaching. Very occasionally the work of the classroom assistants fails to present enough challenge to the pupil when the staff provide too much help. For example in one lesson where a pupil was drawing a graph, the assistant told, rather than asked, him how he would need to label the horizontal axis and then proceeded to dictate the numbers in sequences of twos. In this instance the pupil's mathematics target was unusually precise and clearly stated that he should count in twos – this opportunity was denied him. However, this is a rare mistake as adults are well versed in the use of mathematical strategies and language. They also understand the need for pupils to attempt tasks on their own at first and to make maximum effort and progress unaided before receiving help.

6. In science, pupils' knowledge and understanding is improving. Pupils demonstrate knowledge of facts about food groups for example, and understand that some foods are less healthy than others and should only be eaten occasionally – although they all admit to eating chips too often! By Year 6 pupils are interested in the planets and are able to reason accurately about conditions on planets in relation to their distance from the sun.

7. In information and communication technology (ICT) pupils have good skills and understanding. They can use a wide range of application and produce good quality work. This is a strong feature of display work, round the unit. The attainment of a few higher attaining pupils is in some aspects of ICT close to, or at, levels expected in mainstream schools, for example when moving between screens with confidence and quickly selecting the way they want text or data displayed. Pupils all demonstrate a confident attitude when working at computers and understand that other technological devices such as video and tape recorders need careful handling.

8. In other subjects pupils' achievements are also good. In geography they are making gains in their knowledge and understanding of the environment and despite their lack of previous learning can make perceptive observations for example, 'the polar regions or the Sahara are bound to have fewer people living there because of the conditions.'

9. In design and technology, pupils have very underdeveloped practical skills with tools, but are making progress in their understanding that the way tools are used is important and make a difference to the quality of the finished product. For example their understanding of some design issues and the importance of accurate measurement is progressing well. In personal, social and health education, pupils engage in sensible discussions provided they are sufficiently interested in the topic.

10. Pupils achieve very well in drama therapy activities and it is quite clear from observing these sessions that the pupils can act co-operatively, listen to each other and respect other people's views when they wish to. For example, although very cunning in the methods they used to outwit each other in a game, several pupils devised their methods by analysing the attempts of others to succeed and used what they had seen to improve their own chances of success.

11. Pupils achieve well in self-discipline and personal development when demands are neither too long nor too uninteresting. Most pupils can display mature and sensible attitudes when all are seated together for an activity such as assembly or a short concert. Although opportunities for pupils to meet all together are not very frequent, when they are given the opportunity most maintain their concentration and attention for around twenty minutes. In assembly, for example, they all listened and watched intently as the Head of Unit and some pupils showed how people dress in Afghanistan. They listened with genuine interest as she outlined the views of Taliban extremists. When the deputy Head of Centre gave a recorder concert with some friends the pupils were genuinely awestruck at the sight of the very smallest and the largest recorders – one standing over six feet tall whilst the other was less

than six inches long. They answered questions enthusiastically and were able to predict which would make the lower noise and eagerly offered to name the melodies when the musical piece finished. Several showed understanding and appreciation of musical interpretation when the lower pitched instruments played 'Nellie the elephant' in a slow ponderous fashion. In the above examples pupils' behaviour and attention began to deteriorate after twenty minutes and when, for example, the music was a little too long, the temptation to distract others was too great for some pupils and they subsequently upset the atmosphere of enjoyment.

Pupils' attitudes, values and personal development

12. Pupils often demonstrate good attitudes and behaviour. Attention spans are often short and some pupils take a long time to settle to work. However, when their interest is captured, they are keen and show enthusiasm for work. For example Year 3 pupils worked with concentration on mathematics puzzles, and Year 6 pupils made good efforts with their morning session of spelling and handwriting. Pupils respond well to work when set at the right level – for example in a science lesson looking at colour mixing the pupils were so interested and motivated that they were still working when the lesson had finished. They also show interest when teachers plan a good range of activities to maintain their attention and motivation, for example in the range of different activities offered as part of a science lesson on nutrition where they played a number of games using plastic models of food.

13. Pupils' behaviour is good or very good in over half of lessons, and satisfactory in almost half and therefore ranges from very good to unsatisfactory. Pupils behaviour was only unsatisfactory in a single mathematics lessons where an activity continued for too long and despite the teacher's best effort one pupil in particular set out to disrupt others and showed little respect for the teacher. As a contrast, where behaviour was very good in an information and communication technology lesson, pupils were able to concentrate at their individual work at the computer. One pupil succeeded in producing a graphical version of the data he had entered from mathematics lesson. In a drama lesson pupils demonstrated very good teamwork, co-operation and respect for each other's efforts. For example, when pupils used their imaginations to pass a 'delicate glass ball' or a 'smelly' object around a group all the pupils co-operated and complimented others when they did well.

14. Pupils mostly behave well in lessons and around the centre, though there are lapses such as outbursts of uncontrolled anger or silly behaviour. Pupils generally show good, positive attitudes to learning because they enjoy coming to the unit. They can listen with respect to others – for example in assemblies about the need for tolerance of those from different backgrounds. Some pupils manage to co-operate well and take responsibility for their actions. In some cases however their behavioural needs are severe and where these difficulties affect their attitudes to work, they can prevent other pupils from learning. Few pupils are able to work independently or collaborate effectively with their peers for extended lengths of time. At the start of the week pupils are frequently disturbed by events of the weekend and are unable to settle at first. This was so on Monday morning, but following very good adaptable strategies and intensive support to individual pupils they all eventually returned to work successfully.

15. Good relationships are a strength of the centre. Staff and pupils are on good terms and often pupils show respect and friendliness to each other. In a Year 3 class, for example, pupils listened respectfully to each other's dramatised conversations using glove puppets. At lunchtimes most pupils manage to behave well despite a very short time outdoors. In many cases however, pupils are incapable of understanding the impact of their actions on others: one pupil was observed prodding and poking another in a minor dispute over a board game, oblivious to others in the class who were being disturbed. Some pupils were occasionally

disrespectful or verbally abusive to staff, using language and behaviour that was wholly inappropriate. Some severely challenging behaviour needs firm management and clearly upsets other pupils, although there is no evidence of any systematic bullying or harassment. Parents recognise and understand why behaviour is not always good.

16. Although behaviour is generally satisfactory and good or better in over half of lessons some unacceptable behaviour persists. Although pupils have achieved well in terms of 'markers' and 'going for gold' there are a significant number who, despite being on a planned reintegration programme, have not yet understood the implication of behaving as they do now in mainstream or special schools. Nevertheless pupils achieve satisfactory gains and achievements and leave with improved skills and attitudes at Year 6.

17. Pupils sometimes reflect on their own behaviour and staff remind them of their targets for personal development. For example, one pupil agreed that his poor behaviour during the lesson did not merit a reward sticker. Because of their behavioural needs, a few pupils are not yet able to show sufficient reliance to take responsibility, though they sometimes undertake small tasks such as organising the snacks and drinks for their class at morning break.

18. Attendance is still less than desirable at 77.6 per cent, with 15.76 per cent authorised absence and 6.66 per cent unauthorised absence. However, this represents great progress, since many pupils came to the centre with poor patterns of attendance and, in some cases, prolonged periods of absence from school. Most pupils arrive on organised transport so are punctual in the mornings. The school day is closely structured to ensure regular routines, so sessions generally begin and end on time. There were ten fixed-term exclusions last year, including three of the same pupil.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

19. The quality of teaching and learning is good overall and where lessons include an interesting range of activities pupils are motivated, work hard and do well. Teaching is at least satisfactory in all lessons. It is good or very good in over seven out of every ten lessons and enables pupils to complete satisfactory amounts of work and make some progress within each lesson.

20. Teachers pay good attention to ensuring that the lifestyles, needs and backgrounds of all the pupils are reflected in their lessons. They try to ensure that all pupils have equal access to learning activities. All staff are conscious of the need to avoid discriminating against the one girl in the unit. Whilst this positive approach is to be admired, unfortunately many staff over-compensate for the imbalance in gender and often inadvertently, pick the girl out for special attention. For example she is often chosen to be the first to participate in games or to voice her opinions in discussion. The staff have very recently become aware of this issue and are now monitoring their responses across the range of pupils.

21. After early and negative experiences of learning pupils respond well to the sensitivity which teachers show in their approach to their challenging behaviour and difficulties in learning. All teachers are well versed and knowledgeable about the subjects they teach, the National Curriculum, and the National Literacy and Numeracy Strategies. They use such strategies well in their lessons and see their application, suitably interpreted, as the main focus of their work. Teachers are skilled at modifying their plans and teaching to the responses which pupils demonstrate in particular lessons. Given the volatility of the pupils this is an important factor in the success of their teaching. For example one pupil arrived at school quite clearly upset over a private problem. When it became apparent that the pupils would not be able to participate in the lesson without prior support, the teacher quickly adapted her lesson plan, providing the remaining pupils with an alternative but nevertheless

related alternative. Subsequently all pupils began the planned task a little later when all were ready, and able, to concentrate.

22. Adults pay consistent attention to supporting the PRU's aim of ensuring pupils are aware of how they are behaving and '*making the right choices*' about their actions. Whilst this developmental yet therapeutic approach is effective for the majority, a few younger pupils are not yet sufficiently mature to take such responsibility and for these pupils, adults do not identify sufficiently clear limits of acceptable behaviour during lessons or at other times. As a result, although they learn well overall, their attention is not always completely focussed upon their work. Despite the weaknesses, the strategies that teachers and classroom assistants use to manage pupils when their behaviour needs attention, are good overall and ensure that challenging behaviour in lessons causes minimum interference with learning. Their success is illustrated in the levels of improvements over time, for example the progress of a boy who could not be contained in the PRU upon admission has now just started attending a mainstream school for one day a week. Another boy, who was described as uncontrollable in his first year of school at age six, now has a plan to return to mainstream schooling at the age of eight.

23. Because of the very strong relationships which exist between staff and pupils, the pupils generally show interest in their work and although the amount and pace of their work is sometimes slow they improve as they spend more time at the unit. In very good teaching the teachers' good subject knowledge, relationships and their ability to capture pupils' interest means that the pupils remain fully engaged with the lesson and behave in a mature fashion, which results in good progress.

24. Teachers have very good subject knowledge and they plan lessons carefully to meet the individual needs of pupils. In the best teaching this is very effective as the ability range of the pupils is wide and varies from subject to subject. In the majority of lessons teachers and support staff pay attention to promoting the policies and understanding of literacy and numeracy. The way that staff emphasise keywords in lessons or build opportunities for pupils to use their mathematical skills helps them to understand the ways in which this knowledge will be used in their everyday lives.

25. Teaching is good across classes and subjects and there is no significant difference in quality across the core subjects of English, mathematics and science. In English, teachers use the framework of the literacy strategy to promote pupils' understanding of the structure of text and they encourage pupils to participate by reading aloud to others. Where pupils are confident they enjoy such tasks and it boosts their self-esteem as, for example, when for the first time one pupil was sufficiently confident to read his poem aloud in assembly. All adults also promote the pupils' speaking and listening skills by providing opportunities for discussion, and by checking their understanding through questions.

26. In mathematics staff encourage pupils to identify how they intend to tackle a task and, after completion, discuss the results and ensure the pupils have understood. Where pupils complete a significant and appropriate amount of work it is because the teachers have planned individual tasks based on the pupils' needs and abilities. When Year 3 pupils worked on methods of calculation by 'adding on,' each pupil's work was adjusted so that, for example, a higher attaining pupils added numbers exceeding fifty whilst other lower attaining pupils worked on calculations up to twenty. Where teaching is no more than satisfactory this individual focus is less effective. For example, in a similar lesson with older pupils, they all took part in an adding and subtracting activity, all achieving fully correct answers – some without apparent effort suggesting that the higher attaining pupils could have completed more challenging tasks.

27. In science lessons pupils particularly enjoy and are learning well from the practical, investigative aspect of the subject. They are very well behaved when their attention and interest are assured. For example, when experimenting with mixing and merging colours pupils took great care in preparing disks of segmented colours, spun them with enthusiasm and were able to predict the outcome and then analyse whether or why their prediction had been correct. Through very good relationships and skilled questioning the teacher and classroom assistant kept the pupils on task throughout the lesson. Their very good behaviour was exemplified by the way they shared the equipment, took turns and helped each other select appropriate colours.

28. In a particularly effective lesson the pupils used data from a survey to compile a block graph, which they had initially drawn with paper and crayon. The teacher then made an excellent link to ICT, challenging a higher attaining pupil to use a spreadsheet only briefly reminding him how to title the cells and enter the data. Within a few minutes the pupil had completed the entries and then quickly learnt how to change the display so that it was presented in a different format. The staff only intervened when necessary thus promoting the pupils' independent learning skills and ensuring that he understood and used such technical terms as 'axes', 'data' and 'cells'.

29. Throughout the PRU, the overall quality of teaching is enhanced by good explanations coupled with good use of resources such as familiar objects for illustration and interest. For example, during 'healthy schools' work the pupils were provided with realistic models of foodstuffs to sort into categories depending on their food type. Although the activity did not challenge the pupils' analytical skills to any great degree, the value of the lesson was in the co-operation pupils showed in group work and in friendly competition with others without disruption.

30. The pupils also benefit from good quality teaching and much informed support for their personal, social and health education. The promotion of pupils' self-awareness and responsibility is a major aim of the PRU's work and teachers place an appropriate emphasis on personal development at every opportunity by encouraging pupils to reflect on their own thoughts and ideas. The work on therapeutic drama activities is particularly beneficial in promoting pupils' co-operation, imagination and teamwork. Pupils respond very well to these activities and show good levels of co-operation. All staff are very skilled in working together to ensure that the pupils support each other and maintain good levels of behaviour.

31. All staff aim to meet the needs of all pupils from highest to lowest attaining during lessons. They generally achieve this by their knowledge of the pupils and the help of classroom assistants. Despite the nature of some pupils' irregular attendance and their volatile behaviour, staff know the pupils well and make their expectations clear. One weakness in teaching is when staff sometimes reward pupils' responses too readily rather than challenge them by providing more difficult tasks or by extending their questioning. For example in a physical education lesson, pupils were not given sufficient opportunities to extend their catching skills and absorb better techniques because the teacher accepted the efforts they made without challenging them to do better.

32. Teachers keep relevant records of what they have taught in lessons and how the pupils have responded. The combination of these strategies results in good quality reports to parents which give good examples of what their children know, understand and can do. For example, one pupil's report clearly identifies and gives examples of his improvement in calculating and understanding number sequences. The pupil's mathematics target was more to do with how he would write in his mathematics book which did little to improve his knowledge skills or understanding in the subject. The target set for this pupil hardly altered over a term despite a target sheet being written each week. Many of the pupils' targets are similarly unconnected with the skills required in the subject, regularly repeated and recorded

only by a tick or cross. Teachers occasionally add comment for example 'has worked really well producing some lovely work' but such a generalised comment over a period of a term is hardly satisfactory in providing a weekly record or work towards targets. Other comments are negative, such as 'continuously winding up this p.m. resulted in (pupil) being sent home.' The completion of pupils' reading records similarly lack detail of how the pupils could improve. Nevertheless, despite these weaknesses, the range of pupils' needs across the ability range is recognised by the staff and well catered for on an informal level.

33. Teachers, classroom assistants and other staff have all had extensive and effective training, which has included literacy, numeracy and behaviour management. In the last year the PRU has revised its approach to managing the pupils' behaviour. Staff have reviewed their philosophy and moved away from very firm controlling technique to strategies which clearly place the responsibility for behaviour on the pupils themselves. Younger pupils take some time to accept this premise. They have difficulty in understanding the implications of 'making the right choices' and staff spend a large amount of time providing individual support and a 'listening ear'. Whilst these strategies prove helpful in persuading the pupils to return to lessons and continue work, there are some weaknesses in the system. The staff are not consistent in their expectations of pupils' behaviour. For example, where pupils are together for a whole-unit event, expectations of behaviour are not explained or applied consistently so that after a few minutes one pupil is less well focussed than the remainder and his behaviour remains unchecked and, despite an individual comment about the standards of his behaviour, he is allowed to behave differently from the others. Similarly when staff reward one pupil more generously than others these exceptions do not promote harmony between pupils when some feel they have been unfairly treated.

34. In addition to not identifying and applying minimum standards of behaviour for all pupils and staff do not always provide sufficiently challenging individual targets for more mature or responsive pupils to extend their learning or improve their behaviour. Where pupils are part of a programme of integration and working towards a mainstream or special school placement, the lack of specific challenge in their individual behaviour targets is insufficient to prepare them for acceptable standards of behaviour in a larger school environment.

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

35. Curriculum provision is good. Although there is no statutory requirement to do so, the curriculum meets the requirements of the National Curriculum. Pupils receive an appropriate balance of activities; emphasis is on the core subjects of English, mathematics and science, with history, geography, design and technology. Information communications technology and a range of other National Curriculum subjects are covered. The curriculum offered to pupils is very relevant to their needs; personal, social and health education provision and physical education are good in specific lessons and also in opportunities taken during other lessons.

36. Curriculum planning is good and led by subject co-ordinators who have good subject knowledge. Policies are in place for all subjects and all major areas of the curriculum. Understandably there are some issues concerning equality of opportunity, for example, the one girl relies on the staff for female company whilst the boys have no male, adult role model. Although staff sometimes over-compensate for this imbalance the Head of Centre makes every effort to address it by inviting male guest speakers or artists to the unit whenever possible.

37. Whilst good attention is generally given to the promotion of literacy and numeracy in all subjects of the curriculum, the requirement to identify and formally plan such opportunities is not yet consistently followed by all staff. Opportunities are sometimes missed to reinforce pupils' knowledge, skills and use of literacy and numeracy in a formal and regular manner in

all subjects. However, although most pupils find writing difficult or are disinterested their work shows some examples of writing across most curriculum areas.

38. Provision for developing pupils' social, moral, spiritual and cultural skills is good. A major focus of the work of the unit is to encourage the pupils to behave well in lessons, to make decisions about the way they behave and to develop better attitudes to education with a return to mainstream school in mind. An important part of this principle is the promotion of pupils' social and moral skills and understanding. All staff take every opportunity with their teaching to address issues of social and moral relevance; they discuss current issues and pose moral questions concerned with right and wrong for example. Most pupils gradually engage in these discussions and some make gains in improving their social and moral attitudes. Staff are generous of their time providing extra support when pupils are upset or angry and are often to be seen in quiet corners speaking calmly and logically to a pupil about matters of social and moral importance.

39. Teachers provide very good role models, for example through the sensitivity with which they deal with pupils and one another. Issues concerning beliefs and values are also included in the personal, social and health education programme and often addressed during the regular end-of-day assemblies. Spiritual and cultural issues receive less focus but even so the pupils are able to reflect on their own lives and experiences. The customs, beliefs and practice of others are addressed as opportunities arise, for example in assembly where the pupils took part in a discussion about life in Afghanistan.

40. The curriculum is enriched through a good range of effective visits to local shops and libraries, field trips and use of the local amenities, all of which help the pupils to develop their social skills and mix with the wider community. Other extra-curricular opportunities are limited by the pupils' pattern of attendance and transport constraints.

41. Arrangements to monitor and evaluate the curriculum are in place but remain only in the early stages of development. The Head of Centre has observed a few lessons and outside advisors have visited in a monitoring capacity.

HOW WELL DOES THE UNIT CARE FOR ITS PUPILS?

42. The unit is a close, caring environment and has maintained the good standards found at the time of the last inspection, which parents fully recognise and appreciate.

43. The provision for monitoring and assessing pupils' academic and personal progress are satisfactory overall but include weaknesses in the setting, review and recording of pupils' targets in their individual education plans. Despite continuing difficulties with behaviour, pupils make at least satisfactory progress in lessons and over time. This progress is assessed regularly by teachers and learning assistants at the end of lessons, at the end of the day and cumulatively at the conclusion of each week. The pupils are involved very effectively in those strategies and they are therefore aware of the progress they have made, the rewards gained.

44. The PRU has an appropriate course of assessment procedures which identify how well pupils are achieving, for example in reading, numeracy and in behaviour through the use of a commercially published scheme. Other recording assessment systems within the unit are consistently maintained, including the incident book. Child protection arrangements and the developing system for monitoring the physical restraint procedures are good. Overall however, teachers' records, their assessment of pupils' individual educational targets and information from other assessments lacks consistency or sufficient clarity to identify precise details of pupils' achievements.

45. The repetition of learning and behavioural targets over prolonged periods of time does not present the pupils with a challenging and progressive sense of steps to ensure improvement and development of assured levels of challenge for all the pupils, but particularly those older and more mature pupils who are soon to return to mainstream and special schools.

46. The centre is developing some good strategies for monitoring and managing behaviour which often result in significant improvements to pupils' attitudes to work. Staff work well as a team to model the desired behaviour: clear guidelines have been formulated but are not always practised consistently by all staff. For example, poor behaviour such as shouting out and seeking attention is sometimes inappropriately rewarded. This is a concern shared by at least one headteacher of a receiving school. The Head of Centre is in the process of monitoring behaviour management across the centre with the aim of ironing out inconsistencies through discussion and training for staff. There is evidence from the charting of incidents that behaviour has improved over time.

47. There are detailed guidelines for the expectation of pupils' behaviour in the PRUs published policy. These guidelines are translated into classroom rules displayed on the walls. However, these are not regularly and consistently used to remind pupils of the standards expected and the more manipulative pupils quickly find that they can take advantage when the rules are not firmly applied. All pupils have targets for behaviour which are discussed regularly in the school day, and their progress evaluated. These are also shared with parents. However, apart from lunchtimes, in some classes the programme for personal, social and health education is less well planned than other subjects and occasionally results in unsatisfactory use of time.

48. All pupils understand and accept the system for rewards. They know that good work and behaviour will result in daily 'markers' which in term can lead to a 'gold' award at the end of the week. The tangible award of 'golden time' attached to the 'gold' awards are greatly valued. All pupils strive to succeed. Nevertheless for some pupils, although teachers praise their efforts regularly, the time delay between 'marker earning' work and behaviour and the end of the week is too long for them to connect the reward with the action. Additionally some pupils become disenchanted when, half-way through the week, they realise that their consolidated 'markers' are already insufficient to attract a 'gold' award on Friday.

49. The strong and supportive relationships generated between pupils and staff are a strength of the centre; classroom assistants in particular show extraordinary dedication in dealing calmly and firmly with some violent and unpredictable behaviour. The incident book is kept in great detail and closely monitored by the Head of Centre. Teachers too showed skill in coping well with difficult situations by adapting their activities in the light of disruptions so that pupils settle quickly and are able to recommence working.

50. The centre is careful to pursue pupils' attendance. Its importance is stressed in all communications with parents who are contacted immediately in each case of unauthorised absence and attendance records are regularly updated. The regular reports to parents also show current attendance figures.

51. Child protection procedures are comprehensive and fully in place. The Head of Centre is the designated officer and has had recent training; there is also a deputy officer. The child protection policy is up to date and any new staff are properly inducted by the Head of Centre. The centre is small and there is much informal, but nevertheless effective, communication; any concerns are discussed at the regular staff meetings.

52. Annual reviews of pupils' statements are well organised and valued by the parents. They meet statutory requirements. Eating arrangements are designed specifically to help

pupils' personal development; they eat in classrooms in small 'family' groups with tablecloths and condiments. Each pupil has a specific target for lunchtime behaviour which is beneficial in promoting interaction with other pupils. The centre is also taking part in the 'Healthy Schools' initiative by looking at nutrition and healthy choices; for example toast and milk are offered at breaktime. The building is clean and well maintained and fire drills are carried out regularly; toilets are clean and pleasant. The building is secure and there is a high level of adult supervision at all times.

53. Procedures for pupils' welfare, health and safety are well organised and efficient. There is an adequate number of staff with first aid training (one a qualified nurse), and medical information is kept on each pupil's file. The accident and treatment book is up to date. Staff have undergone training in manual restraint and use it according to guidelines. Pupils are able to use the small outdoor area at break and lunchtime but outdoor facilities in this external area are few. However, the unit has included this area as a developmental target in its strategic planning.

54. The centre is successful in offering support and guidance to its pupils because it is small enough to offer an individual approach. It has maintained the high standards found at the last inspection. There is close liaison with staff in other schools, and classroom assistants accompany pupils to lessons in nearby mainstream schools. For example, a neighbouring school had arranged a very supportive and friendly welcome for a pupil who was visiting for the second time. On his first visit he was not sufficiently confident to enter the classroom with the pupils and therefore toured the school, met some pupils in the playground and then returned to the PRU. On his second visit the staff had liaised and identified a boy and a girl to meet the PRU pupil on arrival, to talk with him and then together with the headteacher and his accompanying support assistant, gently effect his entrance into the classroom. Despite his apparent nervousness he complied and spent a complete lesson alongside the pupils – a first, but very important, step towards his reintegration to mainstream schooling.

55. Headteachers involved with the process speak very highly of the Fordway Centre and clearly value the professional dialogue involved. A wide range of professional advisors and teachers visit the centre regularly, such as the educational psychologist and literacy and language support who give a variety of closely focussed support. Parents also feel that the centre is helping their children become mature and responsible.

HOW WELL DOES THE UNIT WORK IN PARTNERSHIP WITH PARENTS?

56. The views of parents and carers towards the work of the centre are very favourable; out of fourteen questionnaires distributed, nine were returned. The majority feel their children enjoy coming to the centre, and are making progress. Several at the meeting mentioned improved academic work and also more self-controlled behaviour at home – for example, a better response to authority. Some praise the teaching; the staff have high expectations and are very approachable, as are the management who also gain high praise. Several feel there have been great improvements with the appointment of the current Head of Centre. Support assistants are singled out for particular praise for their care and dedication. Parents themselves feel well informed about how their children are improving and say the centre offers them direct access. This is an improvement since the last inspection.

57. Some parents express concern over homework – a significant minority feel that their children do not get the right amount or are themselves unclear as to whether the provision is satisfactory. However, the inspection found that homework is used judiciously in that those who request it or are able to complete work at home are given suitable work. Over half of the parents felt that behaviour was good (a number did not comment) and this was supported by inspection findings which revealed much good behaviour but also a mixed picture. Around a

third of parents felt there were not enough activities outside of lessons, but in many cases behavioural difficulties or transport inevitably limit the range of activities the PRU is able to provide.

58. Parents are kept well informed, often by face-to-face meetings or telephone calls. The centre brochure is a useful and compact document. 'Quick notes' are sent home to report on events – both good and bad – and there are also home-school communication books. Weekly assemblies are used to present 'well done' certificates which go home to parents.

59. Staff have regular contact with parents and invite them in for meetings where necessary. Expectations about attendance and behaviour are made clear to parents and continually reinforced. Parents are frequently told informally about progress and also receive regular written reports, including attendance figures. Parents are also involved in their children's individual educational plans and target setting, through well organised annual reviews. Although the procedures for setting pupils' targets for learning and behaviour have improved since the last inspection there continues to be weaknesses in the system. These are mainly concerned with targets which are too broad and do not include small achievable steps for learning and behaviour. Teachers' own records are efficiently maintained and include sufficient information for them to provide good reports which indicate exactly what pupils know, understand and can do.

60. Links with the home are crucial for any pupil to succeed and the centre places great stress on this work. It is proactive in informing and involving parents as far as possible because the use of designated transport means that most parents do not come regularly to pick up their children. Some help with reading or football sessions and a number helped to build the pond. Several parents recently attended a curriculum evening at the centre, and they have also come in for assemblies, coffee mornings and sports days. On the whole, the relationship with parents is strong and supportive with parents being reassured that their children are learning and their behaviour and confidence are improving.

HOW WELL IS THE UNIT LED AND MANAGED?

61. The leadership and management of the PRU is very good. In a very short time the Head of Centre has had a major impact in raising the self-esteem and confidence of staff and pupils. She has achieved this mostly through the introduction of a less authoritarian regime and enabled all staff and pupils to work in an atmosphere of harmony, trust and support. The Head of Centre has also established very good relationships with the local schools and the local education authority. She meets regularly with the local authority's representative and this ensures that the function of the PRU generally remains in line with the authority's stated policy for PRUs.

62. The Head of Centre provides good, sensitive and responsive direction to the work of the unit. The Head of Centre has very good pupil management skills. These strengths enable her to maintain good relationships with pupils and to set a very positive example to other staff.

63. The Head of Centre provides clear educational direction for the work of staff and pupils and the daily organisation and management of the centre is good. For example, time is carefully organised. Arrangements for review meetings, meeting parents and other professional are well organised and the Head of Centre is highly regarded by staff working in other schools and other parts of the education service. Nevertheless, the role of the Head of Centre as manager is not fully developed as she has insufficient influence in decisions about the appropriateness of pupils' placements. Currently placements are made by an 'Admission Panel' whose criteria for admissions are driven by considerations other than whether a

pupil's needs could be successfully addressed by the particular behaviour management regime of the unit.

64. Arrangements for monitoring the effectiveness of teaching and learning are at an early stage of development but a good start has been made. Arrangements for the induction of staff new to the unit are good.

65. The PRU is appropriately staffed with qualified teachers, supported by effective classroom assistants. With such a small staff teachers have to take on wide responsibilities for the curriculum and they do this well, demonstrating clear knowledge of and confidence in the subjects they teach. All staff have job descriptions and their roles and responsibilities are clearly defined. Arrangements for further professional development are sound; learning support assistants particularly have access to appropriate courses. Teachers and support staff also have other responsibilities outside the PRU, for example supporting pupils in inclusion exercises in mainstream schools.

66. Accommodation is good. It has small, bright classrooms, pleasant and large enough for the pupils to use as a common room and a good, safe outside area. The security of the accommodation is very good. Resources are good, well used and valued by pupils. Displays of pupils' work and teacher-produced resources and curriculum documents indicate that staff are using those resources available to them very effectively.

67. The management committee is newly established in its present form, some members being recently appointed. It has good representation from local headteachers and the local education authority. It is already successful in seeking inclusion placements in local schools. Representation from committee members has resulted in the inclusion of the recent head of the PRU in their headteacher association.

68. The school office is well managed and efficient. The part-time administration assistants deal very effectively with a wide range of tasks: correspondence between school and home, minutes from staff management meetings, and financial management. Accounts are well managed and a best value purchasing policy is in place. The administration assistants enjoy excellent relationships with the staff and one highly valued by them. Value for money is now good.

WHAT SHOULD THE UNIT DO TO IMPROVE FURTHER?

69. In order to improve the quality of education and raise standards overall the headteacher and the management committee should:

- a) Increase the level of challenge and work required from each pupil by:
 - writing specific targets in individual education plans which build on previously achieved skills and understanding and enable pupils to improve their work and behaviour;
 - developing a whole-unit system for assessing and recording which is completed by all staff and used to plan future learning;
 - regularly monitoring the quality of targets, recording and reports to ensure specific and high-quality learning opportunities; and
 - reviewing the PRU's system for recording pupils' work to ensure that examples of success are provided through an overall and cohesive system.

(Para refs: 32, 44, 59)

- b) Ensure all staff consistently implement agreed standards of behaviour by:
- making definitions and minimum expectations of acceptable behaviour clear to all pupils;
 - ensuring that staff are clear about the parameters of behaviour and apply them consistently at all times;
 - monitoring the effectiveness of the agreed rules and reviewing them in line with the unit's overall procedures; and
 - ensuring that all pupils are treated equally when applying the unit parameters.

(Para refs: 11, 22, 34, 46, 47, 48)

- c) Equip those pupils preparing for a return to school with increased opportunity to improve their behaviour by:
- continuing to implement the 'make the right choices system' and;
 - identifying, through discussion with the pupil, agreed targets for improvement and reviewing them regularly; and
 - ensuring that such pupils are fully aware of the behaviour standards expected of them in future mainstream or special schools.

(Para refs: 11, 34, 46, 47)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	23

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	7	64	29	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons. Given the small number of observations care should be taken in analysing these results, for example 7% = 1 lesson.

Information about the unit's pupils

Pupils on the unit's roll	No of pupils
Number of pupils on the unit's roll	14

Special educational needs	No of pupils
Number of pupils with statements of special educational needs	12
Number of pupils on the unit's special educational needs register	14

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

Attendance

Authorised absence		Unauthorised absence	
	%		%
Unit data	15.76	Unit data	6.66

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

There are insufficient pupils to report on attainment at the end of the key stage. However, overall pupils' attainment is below national expectations when they enter the PRU due to their emotional and behavioural difficulties; after some time they begin to make progress towards their true potential.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	13
Any other minority ethnic group	0

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	3	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	7	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	3.2
Number of pupils per qualified teacher	4.4

FTE means full-time equivalent.

Education support staff: Y3 – Y6

Total number of education support staff	5
Total aggregate hours worked per week	137.5

Financial information

Financial year	2000/2001
----------------	-----------

	£
Total income	267,486
Total expenditure	254,675
Expenditure per pupil	14,980
Balance brought forward from previous year	N/A
Balance carried forward to next year	N/A

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	14
Number of questionnaires returned	9

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	44	44	0	0	0
My child is making good progress in school.	33	55	11	0	0
Behaviour in the school is good.	0	55	11	0	0
My child gets the right amount of work to do at home.	0	33	11	22	33
The teaching is good.	33	33	11	11	11
I am kept well informed about how my child is getting on.	44	44	11	0	0
I would feel comfortable about approaching the school with questions or a problem.	66	33	0	0	0
The school expects my child to work hard and achieve his or her best.	77	22	0	0	0
The school works closely with parents.	55	33	0	0	0
The school is well led and managed.	66	22	0	0	11
The school is helping my child become mature and responsible.	55	22	11	0	11
The school provides an interesting range of activities outside lessons.	33	11	22	11	22

** totals do not add up to 100 because several parents omitted answers to some questions. Please not small number of responses mean that 11% equals one response*

Other issues raised by parents

Parents are supportive of the work of the PRU and feel that the staff expect their children to work hard. At the pre-inspection parents' meeting all reported that their children were making good progress and were well supported in their learning. Parents value the fact that they can speak freely to staff at any time and appreciate the amount and quality of information they receive about the PRU and about their children's progress. Whilst some homework is set, the amount and purpose may not be always be clear to parents. The range of extra-curricular activities is necessarily limited by transport arrangements but the curriculum is extended through visits to the centre by musicians and artists.