

INSPECTION REPORT

STRATTON EDUCATION CENTRE PUPIL REFERRAL UNIT

Swindon

LEA area: SWINDON

Unique reference number: 126171

Headteacher: Laurie T Griffin

Reporting inspector: Alastair Younger
23587

Dates of inspection: 3rd – 6th December 2001

Inspection number: 242739

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INFORMATION ABOUT THE UNIT

Type of school:	Special
School category:	Pupil Referral Unit
Age range of pupils:	5-18
Gender of pupils:	Mixed
Unit address:	St Philip's Road Upper Stratton Swindon
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Appropriate authority:	Local Education Authority
Name of responsible officer	Mr P Cooke/Acting officer: Anita Wade
Date of previous inspection:	29 th September 1997

INFORMATION ABOUT THE INSPECTION TEAM

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9052	Helen Barter	Lay inspector		Pupils' welfare, health and safety
15303	Mike Smith	Team inspector	Art and design Music	Quality and range of learning opportunities
2200	Jim Stirrup	Team inspector	English	
28163	Rosanna Boarder	Team inspector	Geography History Personal, social and health education	
23390	Mel Blackband	Team inspector	Science Special educational needs	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE UNIT

This is a large pupil referral unit for pupils in Years 1-13. It includes many forms of provision not often included in such units. In addition to providing education for pupils at risk of, or excluded from, school at the Stratton site, it includes; The Princess Margaret Hospital unit; Marlborough House, a child and adolescent mental health unit; Hillside, for pregnant and nursing girls; Drove, for anxious or phobic pupils; home tuition for many permanently excluded pupils. In addition, unit staff work in primary and secondary schools as primary and secondary behaviour intervention teams. The work of these teams did not form part of the inspection as the pupils they work with are not on the roll of the unit. All provision, bar Hillside, is for boys and girls. There are currently 217 pupils on roll, none in Years 12 or 13; about a third are girls. The number fluctuates greatly. Virtually all are white and English speaking. Three quarters of pupils are also on the roll of mainstream schools. Forty two pupils have statements of special educational need, usually to reflect emotional or behavioural difficulties. The time offered to pupils in the centre varies between 3 and 25 hours per week; the average is nine hours. When admitted most pupils have not been achieving as much as they should in school.

HOW GOOD THE UNIT IS

This is a very good pupil referral unit. There is a tremendous consistency of strong teaching. This leads to pupils making good overall progress in the subjects of the curriculum and very good progress in their personal development. Much of this is made possible by the very good leadership and management of the headteacher, his deputies and the teachers responsible for pupil groups on each site. The unit is providing good value for money.

What the unit does well

- Pupils achieve well and many return successfully to school. Those who do not, often achieve better than expected success in examinations, including GCSE. Many leavers find jobs or go to college.
- Many pupils quickly overcome previously negative attitudes to school. Nearly all behave very well, and learn how to relate to one another. They become more responsible and confident in their own ability.
- Teachers very successfully balance the pursuit of pupils' academic progress and personal development.
- Pupils are very well cared for.
- The unit works very closely with parents and keeps them very well informed about their children's progress.
- The headteacher and deputies make invaluable contributions to the very good leadership and management of the unit.

What could be improved

- The provision of full-time education for all pupils is well behind schedule. The average of nine hours per week is very low. With a range of 3 – 25 hours in the unit, pupils do not share equal opportunities for learning.
- There is not enough multicultural education and pupils on home tuition have few opportunities to socialise.
- Geography and history are weak areas of the curriculum; pupils do not make enough progress in these subjects.
- The management committee and local education authority are not providing sufficient support to the unit

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

HOW THE UNIT HAS IMPROVED SINCE ITS LAST INSPECTION

The unit was last inspected in September 1997. Since then there have been enormous changes in its organisation, size and range of provision. This change has been very well managed by the headteacher. In the more difficult circumstances, and with increasingly complex pupils, the unit has maintained its high standards. There has been satisfactory improvement.

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 the time they leave	Key	
English	B	very good	A
Mathematics	B	good	B
Science	B	satisfactory	C
personal, social and health education	A	unsatisfactory	D
other personal targets set at annual reviews or in IEPs*	A	poor	E

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

In English, pupils make particularly good progress in their writing. Many write sensitively and for a good variety of purposes and audiences. In mathematics, pupils make good use of their knowledge by applying it to everyday situations; in science, pupils build up a very good knowledge of facts and an understanding of scientific processes but progress is restricted by limited practical opportunities. The strength of personal, social and health education is the result of very good teaching of discrete lessons, coupled with teachers' skill in incorporating valuable learning opportunities in every other lesson. Individual needs are very well met, with the result that nearly every pupil remains fully involved in learning and achieves, and often exceeds, personal expectations. There is particularly strong progress in art; it is very well taught, and recognised as a vitally important area in raising pupils' confidence and self-esteem. Progress is unsatisfactory in geography and history, mainly because not enough is taught.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the unit	Very good. A minority of pupils do not overcome their dislike of school but those who attend regularly work hard, show considerable interest in their lessons and become more and more involved in activities. Many pupils overcome their aversion to school and return successfully.
Behaviour, in and out of classrooms	Very good. Lessons are very rarely disrupted and there is a sense of calm in each of the centres. There is no apparent bullying, pupils respect others' rights, no sexist or racist comments are heard and there have been no exclusions or transfers to other forms of provision for behavioural reasons.
Personal development and relationships	Very good. Pupils take increasing responsibility for their actions and confront their fears; this often helps them to return to school. Many pupils work well with very little supervision. Many older pupils participate successfully in work experience, becoming well prepared for leaving school.
Attendance	Satisfactory. Pupils who have previously shown great reluctance to attend school nearly always improve their attendance whilst at the unit. This improvement is often maintained on return to school. A small number, however, remain very reluctant to attend. Most pupils arrive at the centres in good time to start the day and very little time is wasted

	during the day.
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TEACHING AND LEARNING

Teaching of pupils:	Years 1- 11
Lessons seen overall	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.

There is a very high consistency of strong teaching in all the centres. Nearly all teaching at Hillside, Marlborough and the hospital is at least very good and about a quarter is excellent. Teaching at Stratton is good overall and at Drove it is never less than good. The teaching of primary age pupils is never less than very good. For pupils in Years 7-11 it is good overall and for pupils in Years 10 and 11 it is very good overall. During the inspection, over half of the unit's staff taught very good or excellent lessons. There are no weak teachers. Teaching is very good in English, mathematics, science, art and personal, social and health education. Weaker, though still at least satisfactory, teaching is seen in geography and history. Numeracy and literacy are very well taught in mathematics and English lessons but teachers do not sufficiently seek ways to address them in other lessons. Consistency in behaviour management, very high expectations and the building of very strong relationships underpin the success of teaching. Teachers are very perceptive to the needs of individuals and, as a result, offer high quality support to ensure that every child benefits equally from their teaching. As a result of the high quality teaching, pupils maintain interest in lessons and try their best. The reason why very good teaching only results in good achievement in subjects is because most pupils have insufficient access to it, either because they are not given sufficient time in the unit or because they choose not to attend.

OTHER ASPECTS OF THE UNIT

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Pupils are grouped very carefully, according to their specific needs, and then given access to a range of subjects best suited to meet these needs. For instance, primary age pupils study a lot of mathematics, English and personal, social and health education because these are the subjects that will most help them to return successfully to school. Many Year 11 pupils who are unlikely to achieve success in examinations spend more time on work experience or doing practical studies in college. Those who are likely to achieve success in examinations are given every opportunity, and helped, to do so. The main weakness of the curriculum is caused by pupils not being given enough time in the unit. Insufficient provision is made for pupils to study history and geography.
Provision for pupils with special educational needs	Good. Close attention is paid to the special needs of all pupils. Those with statements of special educational need are given very high quality support but not the access to full-time education, or all the subjects of the National Curriculum that is specified as their entitlement.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Particularly strong attention is paid to promoting pupils' moral and social development. When pupils misbehave, teachers always explain why it is undesirable, the feelings it arouses and then offer solutions. Nervous or anti-social pupils are often encouraged to work together and help each other. Every pupil is helped to feel valued and, for many, time in the unit is their only happy experience of education. However, insufficient attention is paid to promoting an appreciation of cultures other than their own. Pupils receiving individual tuition have very few opportunities to socialise.
How well the unit cares for its pupils	Very good. This is a happy and safe unit. Child protection and health and safety procedures are carefully followed. Every aspect of pupils' academic and personal

	development is very carefully monitored. As a result, pupils receive very good support to help them address their problems, usually with the aim of returning them to school as quickly as possible.
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HOW WELL THE UNIT IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. In a quietly understated way, the headteacher offers a very high standard of leadership. He has managed recent changes with the minimum of fuss and built around himself a very strong staff team. Deputies demonstrate the same high expectations and do their jobs exceptionally well. There is not, however, enough sharing of responsibility for developing each subject of the curriculum.
How well the management committee fulfils its responsibilities	Poor. Too many members do not attend the infrequent meetings. When they do they discuss issues but rarely identify action to be taken in response, nor commit themselves to this action. Members very rarely visit the unit other than for meetings and have never been seen in most of the centres. They pay no part in monitoring standards. As the appropriate authority, the local education authority has not moved fast enough to provide full-time education for all pupils.
The unit's evaluation of its performance	Good. Lessons are occasionally observed by senior staff. All staff have at least termly meetings with the headteacher. Performance management of all teachers, including the headteacher and deputies is well under way, in advance of statutory requirements. Pupils' individual targets are monitored closely and their progress frequently reviewed.
The strategic use of resources	Good. The main resource is staff. Teachers are well deployed to make best use of their expertise, experience and personality. Focusing home tuition on two, adjacent sites is an efficient means of coping with the large number of pupils involved. There is good, varied accommodation and satisfactory learning resources. Unit management are well aware of the principles of best value and apply them well in the limited areas over which they have control.

PARENTS' AND CARERS' VIEWS OF THE UNIT

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They feel their children are being well taught and looked after. • They are reassured by the fact that they are listened to and are comfortable in approaching the unit if they have concerns or problems. • They feel well informed about their children's progress. 	<ul style="list-style-type: none"> • The amount of work being sent home. • The range of activities outside lessons.

The team agrees with parents' views. Very little work is sent home. Part-time provision and transport considerations limit opportunities for more activities outside of lessons.

PART B: COMMENTARY

Throughout this section of the report, mention is made of different sites and programmes. To help the reader, a brief summary is given here:

Stratton:

- *Primary and secondary 'Fresh Start' – part-time, short-term provision at the Stratton site for pupils with behavioural difficulties*
- *The 'Quest' project – for pupils in Year 11 who would otherwise probably have been excluded from school*
- *Home (individual) tuition – each pupil pursuing an individual education programme*
- *Primary and secondary behaviour support teams – working in schools to prevent exclusion*

Drove:

- *Phobic and anxious pupils of secondary school age*

Marlborough House :

- *Child and adolescent mental health service educational provision - all age*

Hillside:

- *Pregnant schoolgirls and nursing mothers*

Princess Margaret Hospital:

- *Support in class and at the bedside for pupils admitted to the hospital – all age*

*NB The total provision is referred to as the Stratton **unit**. References to the Stratton **centre** refer only to that site*

HOW HIGH ARE STANDARDS?

The unit's results and pupils' achievements

1. Pupils achieve well. There has been satisfactory improvement in pupils' achievement since the previous inspection. The main obstruction to even higher achievement is the limited time that many pupils are given in the unit. By the time they leave, many higher attaining pupils, mainly at Drove and Marlborough House, achieve GCSE passes that exceed the predictions made by former schools and many pupils on the 'Quest' project find employment or college places. Pupils attending Stratton on 'Fresh Start' projects achieve most of their personal targets and many return successfully to school. The main obstruction to a greater return rate is the reluctance of many schools to accept pupils who have previously been excluded from other schools. It is not a reflection on the progress pupils are making. In the Princess Margaret Hospital, pupils make sufficient progress to help them return to their schools with as little disruption to their education as possible. At Hillside, pupils achieve success in examinations and also in becoming good mothers, both of which could well have been denied them without the centre. Pupils in receipt of home tuition make good progress in lessons but only satisfactory progress overall because these are the pupils who receive least teaching.

2. In English, the majority of pupils achieve well. There has been satisfactory improvement since the previous inspection. With the exception of pupils at Marlborough House, short stay patients at the hospital and a minority of pupils at Drove, most pupils have low attainment on entry. Many pupils initially lack confidence in speaking and listening. A small number talk fluently but many are quite withdrawn, finding it difficult to talk to strangers

or articulate their ideas and opinions formally. Achievement in reading is good. Most pupils develop satisfactory reading habits. Many pupils read well but do not always fully comprehend the ideas and issues being explored in books. Pupils participate in the shared reading of a good range of stories and factual materials. Pupils at the Drove Centre, studying for GCSE English, develop satisfactory critical and analytical reading skills, and the ability to understand the use of sub-text and the writer's use of inference. This is reflected in many good grades in GCCE language and literature examinations. In writing, pupils make good progress. Pupils write in styles appropriate for many different purposes and audiences. Books, such as 'Buddy', by Nigel Hinton, and being studied at Drove, act as a good stimulus for writing activities. Pupils write good notes on each chapter, create imaginary diary entries, and produce studies of the main characters. The quality of work, including handwriting and presentation is variable, but there are examples of good work with few or no mistakes. In Marlborough House, pupils have produced very good written work under the titles of 'School Under Siege' and 'The Chosen Party'. Occasionally, most often at Stratton, writing activities lack challenge and fail to stretch more able pupils. This could be seen in comprehension activities using worksheets where pupils were only required to make single sentence responses.

3. In mathematics, there has been satisfactory improvement since the previous inspection and pupils of all ages now achieve well overall. A small number of pupils in Years 7-9 make very good progress when taught by subject specialists. The National Numeracy Strategy is used very effectively in mathematics lessons for primary aged pupils and increasingly for older pupils. However, numeracy is promoted inconsistently in other subjects of the curriculum. Primary aged pupils retain familiarity with the structure of lessons in line with the format of the National Numeracy Strategy. This is highly effective in preparing them for return to mainstream schools. Pupils develop mental strategies, extend their vocabulary, and solve problems. Many add two-digit numbers mentally, calculate fractions of whole numbers, and double and halve numbers. They understand 'how many are left?' and 'how many more than?' and use their knowledge to solve problems such as calculating the distance between towns. Pupils in Years 7-9 develop a good understanding of number, space, shape and measurement. Higher attaining pupils perform calculations with positive and negative numbers and are confident with the concept of less than one as they use equivalent fractions. Pupils name the properties of many two and three-dimensional shapes and understand how to measure and calculate angles. They understand simple statistics, using terms like mean, mode and median correctly. In Year 11 many pupils are successful in GCSE and Certificate of Educational Achievement examinations, frequently exceeding the grades predicted by their previous schools. Pupils following GCSE courses undertake projects that promote investigative skills well as they solve problems and use their mathematical skills in tasks such as drawing conversion graphs of, for example, pounds and dollars, and they read these graphs competently.

4. Achievement in science is good. Pupils in the junior 'Fresh Start' group at the Stratton site have gained from a study of light, how it is reflected at right angles and how it passes through transparent materials. The pupils are familiar with terms such as 'opaque' and 'transparent' and know that light travels in straight lines. In their earlier work they showed gains in their knowledge and understanding of the properties of paper. Older pupils gained an understanding of the exchange of oxygen for carbon dioxide when humans and animals breathe, in an experiment which they were able to help set up and conduct. At the Drove centre, pupils produce work which is within the range of national expectations for the subject. They build up a good theoretical knowledge but miss out on practical work because of limited facilities. Pupils at the Stratton centre have studied the classification of materials and know about food chains and ecology. They are currently learning how rocks are formed. A simple but effective experiment to demonstrate lava flow by using melted jelly enabled the pupils to understand the effects of temperature and viscosity in volcanoes. Pupils are also able to demonstrate their knowledge of the effects of concentrating liquids and how substances can be soluble or non-soluble.

5. Achievement in personal, social and health education is very good. Pupils enjoy their lessons and the majority are highly motivated to achieve and succeed. When considering two written accounts on the 'Case of the Crogin Vampire', pupils at Drove had developed the confidence and responsibility to manage their time and learning resources as they worked collaboratively. Pupils discuss with pride the different intellectual strengths in their work. Letters written as they leave Drove record each pupil's reflections on their achievement and how they will use their new skills at their new school. At the Princess Margaret Hospital, pupils are sensitively supported in challenging themselves to continue with their education despite being ill. They maintain contact with their friends and teachers at their mainstream schools through writing letters.

6. At Hillside, pupils listen to each other's contributions as they discuss the consequences and lack of morality and integrity in acts of burglary and theft. Young mothers share advice about their own 'birth' experiences, whilst expectant mothers pose constructive questions and gain confidence to develop their own ideas and make choices about how to plan the birth of their baby. At Marlborough House, pupils increase their confidence, personal awareness and self-determination to develop skills to cope with daily living back in their mainstream community. From the outset of their placement they are involved in writing their own reports, subject by subject, in their own style. They discuss and learn new strategies that will enable them to get on with their teachers and classmates now and in the future. Pupils identify potential challenges and problems to reintegration and discuss possible solutions with staff. Younger pupils at Marlborough discuss relationships and how to appreciate the feelings of others. They relate fact to fiction as they discuss American activity in Afghanistan. The youngest pupils confidently grow towards independence in managing their own learning behaviours. On entering the centre they hang up their coats, proceed to the work area and choose and negotiate with others which activity they will do first.

7. At Stratton, individual behaviour targets are discussed with each pupil. Pupils comment sensibly on their own rate of progress and assess each other and the group performance throughout the day. They learn to value praise for success and to accept constructive criticism. They are supported to sensibly discuss the effects, risks and legality of using readily available drugs. Discussions also foster an understanding of at what age people are able to take on specific responsibilities such as getting married and applying for their own passport.

8. Achievement in information and communication technology (ICT) is satisfactory. There has been good improvement since the previous inspection. There are increased opportunities for pupils to use ICT across the curriculum. This is because the school has invested heavily in purchasing computers and software. As a result, pupils develop understanding of different programs and the keyboard and mouse skills needed to use them. Primary aged pupils have one ICT lesson each week and develop a range of word processing skills through good links with other subjects including literacy, science, and personal, social and health education. For example, they highlighted and dragged individual items from a list of characteristics of 'friendship' that they had identified as a class in a personal, social and health education lesson and put them into their personal order of priority. In Years 7-9 pupils on all sites extend their knowledge of working with files, such as saving, editing, and printing so that they use word processing to enhance the presentation of their work. Pupils in Years 10 and 11 follow a broader and more structured programme that also includes spreadsheets, databases and the Internet. Consequently, the oldest pupils on all sites receive external accreditation in these different applications through Certificate of Educational Achievement unit awards.

9. Achievement in geography and history is unsatisfactory overall. This is a deterioration since the previous inspection. Only pupils in Years 10 and 11 receive a humanities education. Here, pupils consolidate and extend their knowledge of the past and present by discussing

texts and pictures. In historical studies one group of pupils participated in discussions as to why women's lives changed during World War Two, and why the Woman's Land Army was so important. Their discussions were interspersed with adolescent humour, as gender issues raised by women working on the land were debated. A good feature is the way pupils' literacy skills are consolidated and reflected in their writing for different audiences. This was evident in their substantial accounts of women's lives during the War. There was real pride in each pupil's voice as they read their accounts back to their peers. Through discussion, pupils recall with understanding the reasons why Nazi Germany reoccupied the Rhineland, and why Hitler challenged and overturned the Treaty of Versailles. In geographical studies the majority of pupils are able to locate South America on a world map and use an atlas to research information. They are encouraged to discuss the common characteristics and locations of rain forests.

10. Pupils achieve very well in art. This is an enormous improvement since the previous inspection. At Marlborough house, achievement is excellent. Here, many pupils are achieving success well in advance of that found in most schools. Displays of artwork illustrate a very wide range of mediums being used. Lessons often have a therapeutic quality and pupils respond with high levels of enthusiasm, concentration and produce good quality work of which they are quite rightly proud. There are excellent examples of work showing pupils' ability to create wonderful quilt-work and masks. At Hillside and Drove, pupils learn about colour, understanding that each colour can be represented in different tones, shades and tints. They use this knowledge to create repeating patterns of high quality. Throughout the unit, pupils build up very good portfolios of work showing their mastery of techniques as varied as calligraphy, block printing and collage. Many pupils gain high passes in art examinations, including GCSE.

11. In physical education, pupils on the 'Quest' project make very good progress as they work towards a 'Personal Challenge' qualification. They improve personal fitness levels, meeting targets set by a fitness instructor. It is particularly good that girls are fully involved in this programme as well as boys and make equivalent progress. At Drove, there is a less formal programme but pupils develop their swimming skills in occasional visits to the pool and their teamwork and understanding of rules in games of rounders.

Pupils' attitudes, values and personal development

12. Pupils' attitudes, behaviour and personal development are very good. There has been a satisfactory improvement since the previous inspection. Pupils respond well to the excellent role models provided by staff. The praise pupils receive helps in raising their self-esteem, enabling them to contribute more fully to lessons. Pupils are usually aware of the consequences of their actions on others and show respect for others. This helps promote a good atmosphere for learning in classes.

13. Changing attitudes are reflected in many different ways. Those in the hospital rarely use their illness as an excuse to avoid work and at the Drove centre most pupils overcome the phobias and anxieties that have previously prevented them going to school. Young mothers at Hillside develop responsibility and optimism for their own and their babies' futures. At the Stratton centre, pupils whose bad behaviour has put them on the brink of exclusion often make sufficient progress to be able to get back to school, whilst those older pupils on the 'Quest' programme come to realise that there is optimism for the future, with the probability of employment.

14. Most pupils enjoy coming to the unit or attending other provision, including work experience that is arranged for them. In most lessons, pupils demonstrate an eagerness to learn and respond well to teachers, who work hard to ensure all pupils are engaged in lessons. Pupils are generally attentive and work well both individually and when given the opportunity of group work. For most pupils, this represents very good progress since they

came to the unit. The incidents of less focused work during lessons are usually confined to pupils who have only recently joined the unit.

15. Pupils' behaviour both in and out of lessons is generally very good. For example, when moving around the unit between lessons or outside during break times, the good behaviour has a significant impact on the success of other activities that may be taking place. Pupils with more challenging behaviours are rarely allowed to disrupt others and any incidents that do occur are quickly and sensitively brought under control. This has a very positive effect on all pupils' learning and personal development. The poorer behaviour that does occur is again usually confined to pupils who have only recently joined the unit.

16. The good progress made by pupils in their academic performance whilst attending the unit has a very positive effect on their self-esteem. This significantly raises pupils' confidence, better enabling them to return to mainstream schooling, move on to further education or undertake permanent work. The opportunities given to work both independently and together in groups enables pupils to make good progress towards being better prepared to cope when the time comes for them to move on from the unit.

17. Pupils' attendance is satisfactory. Although levels of attendance are below those expected in mainstream schools, the high number of unauthorised absences are accounted for by a small number of pupils who are reluctant to attend or whose parents do not encourage them to attend. Most pupils' attendance shows good improvement while at the unit, particularly the youngest pupils and those who are anxious or phobic and this has a very good impact on their learning. In some cases pupils' attendance improves from below 40 per cent at mainstream school to over 90 per cent with very good punctuality in the unit. Most pupils arrive at the different centres in good time to start the day, and this, combined with good timekeeping during the day, means that very little time is wasted.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. Consistent, strong teaching, maintained since the previous inspection, is the main reason why this unit is so good. A few points from lesson observations illustrate this:

- No teaching was less than satisfactory.
- About one-in-ten lessons was taught to an excellent standard.
- Over half of all teaching was very good or better.
- Eighteen different teachers taught very good or excellent lessons.
- Teaching at the hospital, Marlborough House and Hillside was almost always very good or better and at Drove centre, never less than good.
- Teaching is very good overall for all groups of pupils except for those in Years 7-9 at Stratton, where it is good

19. Many different factors contribute to the success of teaching. Underpinning it are very high expectations. There is also a particularly strong understanding of individual and group needs and thorough planning to ensure that these needs are met. In nearly every lesson observed, the questioning of pupils and good quality discussions helped teachers to establish what pupils already knew and what needed further teaching. In this way, teachers build very strong relationships and become very perceptive to the needs of individuals. As a result, pupils maintain interest in lessons and try their best. The reason why very good teaching only results in good achievement in subjects is because most pupils have insufficient access to it, either because they are not given sufficient time in the unit or because they choose not to attend.

20. Each centre demands different skills and each is staffed with the right teachers. For instance, at Drove, teachers adopt a suitably calm manner to ease the worries of phobic and

anxious pupils whilst at Stratton, teachers' skills in managing difficult behaviour come to the fore. At the hospital, teachers quickly assess pupils and contact their schools before providing lessons that help minimise disruption to pupils' education. Where pupils are likely to be longer stay, lessons are carefully planned and demonstrate particularly deep understanding of the problems being faced by pupils.

21. Particularly effective is the way teachers make their lessons relevant to different groups of pupils. For instance, pupils at Marlborough House are encouraged to draw strongly on their emotions when producing artwork of exceptional quality, pupils in the 'Quest' project work hard because they can see that what they are learning will help them in the workplace and pupils at Hillside recognise that what they are learning in childcare lessons is helping them to give their children a good start in life and reducing their own anxieties.

22. The need for strong management of pupils is most evident at Stratton centre. Here, experienced teachers set a very high standard. In Year 9 science, for instance, the teacher recognised the importance of good preparation in order to get the lesson off to a prompt start and proceeded at a heady pace involving every pupil throughout, either in performing tasks or in answering questions. Quite simply, pupils had no opportunity to become bored or disruptive. In a weaker lesson at Stratton, a less experienced teacher interrupted the lesson too often, often for trivial misdemeanours. This slowed the learning of pupils who wanted to get on and fuelled the attention seeking behaviour of the minority who did not. Although it is often less obvious, teachers in the other centres demonstrate strengths in behaviour management. This is seen in the sympathetic yet very firm and consistent handling of problems presented by pupils with fragile egos or deep seated anxieties. As a result, these pupils are helped to concentrate on their work and not their problems.

23. English teaching is very good overall. It is evident that teachers understand their pupils' individual needs very well and plan lessons appropriate to their needs. High expectations of all pupils are well matched to ability. Teachers usually share learning objectives with pupils and make sure that pupils have a clear understanding of what should be achieved by the end of the lesson. This helps ensure that pupils have a knowledge of the purpose of the lesson and results in most pupils working with interest and sustained concentration. When examples of unacceptable behaviour occur, they are dealt with in an effective and positive manner resulting in little time being lost and with minimum interruption to learning. Very good questioning skills challenge pupils' initial responses, and encourage pupils to speak at greater length and in detail. Teachers promote the involvement of all pupils by asking direct questions to those who are quieter and more passive. Occasional opportunities are provided for pupils to discuss their work in small groups. Role-play and educational drama is occasionally used in an effective manner to extend pupils' oral skills. A good example of this was observed in a Year 11 lesson with the class putting a fictional character on trial in order to decide on her guilt or innocence for the murder of her husband.

24. Overall, mathematics teaching is very good. It is particularly impressive when taught by specialists who successfully combine direct teaching, demonstration and questioning. These lessons conform closely to the recommendations of the National Numeracy Strategy. Teachers have very good classroom management skills and high expectations of behaviour and academic achievement. They demonstrate confidence in presenting challenges that match pupils' needs and extend their learning through activities that are varied and well timed. Specialist teachers are particularly skilled at breaking down complex mathematical processes into small steps. This teaching skill enabled a group of Year 10 and 11 pupils at the Drove centre to make very good progress when introduced to the characteristics of simple equations. Pupils are encouraged to work independently, but help is given when necessary.

25. Science teaching is very good. In a lesson at the Stratton centre, the teacher was well prepared and lessons were made interesting and challenging, resulting in high levels of

interest and good behaviour. Pupils regularly engage in practical activities and teachers' high expectations encourage them to produce high quality work. In Years 7-9, teaching is very good. At the Stratton site, pupils benefit from very effective schemes of work and teaching characterised by the teacher's high levels of knowledge and understanding of the subject. Teachers prepare well and maintain a consistent, enthusiastic approach. Lessons are conducted at a vigorous pace and pupils enjoy the challenge of helping to construct their own experiments and of producing well-presented written work. In Years 10 and 11, teaching is good. Lessons are planned well and are appropriately paced to involve discussion, practical work and time to consolidate understanding through carefully prepared written work. The teacher has prepared an exemplary scheme of work, which enables pupils to achieve accreditation through the Welsh Examining Board in Certificate of Achievement.

26. In information and communication technology, teaching is satisfactory overall and is occasionally good. Pupils' learning is very dependent upon teachers' practical competence and confidence in their subject knowledge. When this is secure, teachers are effective because they make practical suggestions about aspects of the programs and have the technical ability to teach new skills to help pupils overcome potential problems. As the school builds up the skills of its staff, it is beginning to use computers in innovative ways. For example, a persistent school non-attender with an interest in computers is being encouraged to go to school more frequently through a weekly session that has been devised specifically to capture his imagination as he is taught how to produce his own website.

27. Teaching in geography and history is satisfactory overall. Lack of time is the reason pupils make unsatisfactory progress. In a good, well planned geography lesson, each pupil had a clear understanding of what they were expected to achieve and how they were expected to work collaboratively at each stage of the lesson. Particular attention was paid to ensuring that the activities within the lesson matched the ability level and learning style of the pupil. There was a well-paced mix of discussion, explanation, and recording using practical tasks and information and communication technology, and at the end of the lesson pupils worked well with the teacher to sum up what had been learned. Weaker teaching was observed when insufficient thought was given as to how best to capitalise on pupils' individual abilities and leaning styles.

28. The teaching of art across the curriculum in all centres is very good overall. It is occasionally excellent, particularly at Marlborough and Hillside. The quality of teaching strongly underpins the principle of supporting and developing pupil self-esteem and confidence and demonstrates exceptional specialist knowledge. Lessons often have a therapeutic quality and pupils respond with high levels of enthusiasm, concentration and good quality work, of which they are quite rightly proud.

29. Very little teaching of practical subjects was seen but two lessons of food technology provided evidence to suggest it is very well taught especially to the 'Quest' group. Teachers have clearly made this a subject to be enjoyed. As a result, pupils attend lessons well and arrive promptly. Lessons proceed at a very good pace and are packed with useful information. Humour is often present and is used well to defuse potential problems, for instance when pupils became frustrated by their own inadequacies when rolling up a Swiss roll without cracking it.

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

30. The curriculum is satisfactory overall. It is good for those pupils who are given enough access to it but too many pupils spend too little time in the unit. Nevertheless, within the time restrictions imposed by the local education authority, each centre offers pupils an

appropriately structured curriculum that meets their very varied individual needs. Very good attention is given to a core of English, mathematics and science and good opportunities are provided for pupils to gain accreditation for their achievements in these subjects. The curriculum is well supported by good implementation of national literacy and numeracy strategies, including the 'springboard strategy' for pupils in Years 7-9.

31. Alongside the core subjects, there is a strong emphasis on the development of pupils' personal, social and health education. Appropriate attention is given to sex education and drugs awareness, which is tailored to the particular needs of the different pupil groups. There is a consistent emphasis in and out of the classrooms on the fostering and developing of pupil co-operation, self-esteem and confidence. Planning for implementing citizenship as a foundation subject from 2002 is well underway, and is already strongly reflected in many teachers' lesson planning.

32. Pupils gain access to aesthetic experiences through the very strong art programme but the lack of music is a weakness. Physical activities are few but varied. They include weight training for pupils on the 'Quest' programme and rounders and swimming for pupils at the Drove centre. Pupils at the Princess Margaret Hospital have access to physiotherapy and at Hillside to post-natal exercises. Practical experiences are provided through home economics and food technology in each of the centres. There is no work with wood, metal or plastic in the centres but older pupils pursue a wide variety of practical work in college and work experience. A very good graphics module is studied at Marlborough House. At Hillside, childcare is given the necessary priority. Pupils who are part way through examination studies, such as in Spanish, have a curriculum specially tailored to meet their needs. The main weakness of the curriculum is that there is insufficient provision for history and geography. Along with the lack of religious education (which units such as this do not need to teach) this seriously weakens the study of humanities.

33. Careers' education is very good. It is seen to best effect for pupils in the 'Quest' programme. These pupils will not be returning to school so are given a range of experiences that are particularly well suited to preparing them for finding work. The careers' education programme includes work experience opportunities for all older pupils. Many of these placements are very successful and some have led to pupils being offered modern apprenticeships. There is a wide range of placement opportunities, including garages, schools, beauty salons and catering. Students enjoy these placements and there is a very high success rate in terms of attendance and employer satisfaction. Broadening this programme still further is a very good range of vocational courses such as bricklaying and motor vehicle maintenance, which pupils study at local colleges.

34. There is a good emphasis on successful transfer or reintegration back into mainstream schooling. Many pupils at the Stratton centre attend their schools as well as part time at the centre. However, few pupils receive full-time education. Many pupils receive as little as five hours per week and on average pupils receive only nine hours per week of education. This is well below that found in most other units of this type and constitutes a breach of equal access and opportunity. Local education authority plans to increase provision to full time for every pupil by September 2002, as required by legislation, are well behind schedule and in the meantime, pupils on home tuition are receiving a very narrow curriculum.

35. The overall provision for those pupils with special educational needs is good. Arrangements for planning, reviewing and using individual education plans are effective in ensuring that individual needs are addressed while enabling pupils to have full access to the curriculum offered to them. However, pupils with statements of special educational need do not have access to full-time education, or all the subjects of the National Curriculum to which their statements entitle them. This is a breach of statutory requirements and is unsatisfactory.

36. The unit recognises that community links need to be further developed to promote pupils' understanding of citizenship. Opportunities have been planned for pupils to engage in the local community within the curriculum for personal, social and health education. There are good relationships with partner institutions. Good links with social services, education welfare, careers and health care professionals contribute to high levels of care and support within the unit. Links with partner schools and colleges are good because the unit encourages good communication and positive relationships with them. The work of the behaviour support service plays a particularly strong role in this respect. It has very good links with local support agencies and contributes its expertise to national organisations. It provides high quality training for unit staff and for teaching and learning support staff in local schools and its staff work with individual pupils and teachers as part of its outreach service. Schools appreciate the promptness of staff in responding to difficulties with pupils and the very high standard of training provided, both in the unit and in their schools.

37. Provision for pupils' spiritual, moral, social and cultural development is very good overall. As with many pupil referral units there are no assemblies and religious education is not taught. Where spiritual development is particularly well promoted is in the way that pupils are given time to think, to reflect on where their own lives have gone wrong and what they can do about it. All pupils are made to feel valued, their achievements are roundly celebrated and, for many, time at the unit comes as a blessed respite and offers fleeting moments of happiness. There are many examples of work, particularly at the Drove centre, where pupils have expressed their gratitude to the unit for helping them to make sense of their lives.

38. Provision for pupils' moral development is very good. A sense of morality underpins the unit's aims and objectives, with the pupils having a clear sense of right and wrong. This is reinforced by the code of behaviour decided upon by individual classes and sites. The general good behaviour displayed by pupils across all sites is enhanced by the unit's rewards and sanctions scheme, with the emphasis being on the rewarding of good behaviour rather than penalising bad. Reasons for the need to conform to certain standards are clearly explained when they are broken, with teachers focussing on explaining why the act was wrong, rather than simply telling pupils off. Many moral and social issues are considered within personal and social education lessons and within other lessons as the opportunity arises.

39. Provision for pupils' social development is good. Staff provide good role models and pupils treat the school environment with respect and are courteous to visitors. Pupils consider the importance of good citizenship in regular circle times, and put it into practice during fund-raising for local and national charities. These have included sponsored cycle rides for Kosovo and the compiling of a joke book to support National Children's Week. Pupils at Marlborough House were involved in a very good citizenship project during the week of the national elections this year when they created their own political party and explored how it could best be presented to the public. The large amount of one-to-one teaching reduces many pupils' opportunities to socialise. Whilst it does, at least, get pupils out of their homes for short periods each week there are virtually no opportunities for these pupils to mix informally with their peers at the centre and their social development is being hindered.

40. Provision for pupils' cultural development is satisfactory. In English, pupils come to appreciate their literary heritage through the study of pre-twentieth century literature, including the works of Shakespeare. In art, pupils appreciate the importance of many great artists and their work. The lack of music and very little geography or history reduces opportunities for promoting cultural development through these subjects. There is a good policy for multi-cultural education but insufficient provision for promoting it, as a result, pupils do not develop sufficient understanding and appreciation of the multicultural society in which they live.

HOW WELL DOES THE UNIT CARE FOR ITS PUPILS?

41. The unit provides a safe, caring and supportive environment in which pupils achieve well. There has been an improvement since the previous inspection. Parents appreciate that their children are very well looked after. Pupils improve their behaviour, learning and attendance because there is very good educational and personal support and guidance including very good procedures for monitoring their academic progress, personal development and behaviour. This helps them to gain confidence, to learn to control their behaviour and, for many, to reintegrate successfully back into mainstream school or move on to college or vocational placements.

42. The unit makes very good provision for pupils' welfare, and observes very good procedures for child protection. In all centres, staff care very well for pupils and are sensitive to their differing needs; for example, those of young mothers and their babies at Hillside. Here pupils also receive very good support from midwives and health visitors. In all units, staff have a very good understanding of pupils' backgrounds and the difficulties that many experience. They are fully aware of the requirements to record concerns and incidents, and designated teachers ensure that all staff are regularly updated on child protection guidelines. The unit makes good use of staff trained in counselling and an external youth counselling service to offer guidance to individual pupils. The unit is well aware of its responsibilities towards looked after pupils. It has very good links with their carers and monitors pupils' progress carefully. The unit has very good health and safety procedures in place and all staff ensure that pupils work in a safe, secure and clean environment. No health and safety issues were identified during the inspection.

43. The education welfare officer supports the unit very well. She works with staff to monitor attendance and provides a vital link with parents and carers and outside agencies, such as the Youth Offending Team. The unit has good procedures to monitor and promote pupils' attendance because there are clear procedures for registration and for following up unexplained absences. Registration periods are used well to develop positive relationships and help pupils settle quickly to their learning. There is good emphasis on the need for regular attendance and punctuality in the unit's documentation.

44. There is a very good approach to monitoring and improving pupils' behaviour and this helps create a calm and positive atmosphere. The very good relationships between pupils and staff underpin behaviour management strategies. Staff have high expectations that pupils will behave well. Educational support assistants are well trained to support the behaviour policy. The unit is particularly effective in modifying behaviour strategies according to the needs of each centre or group of pupils. Where possible, pupils are encouraged to assess their own behaviour and to consider how they need to improve. For example, the youngest pupils at Stratton review their weekly targets when they arrive at school and respond very positively to the reward of tokens and group stickers. The assessment of behaviour and attitudes to learning form a fundamental part of all record-keeping throughout the unit.

45. Procedures for assessing pupils' attainment and progress are very good. When pupils are admitted, teachers gather packs of information in consultation with parents, schools and other relevant agencies. Using this information, they analyse the personal and academic requirements of each pupil in detail, as a basis for adapting the unit's provision to their particular strengths and needs. The learning and personal development of each pupil are subject to frequent review and assessments are shared with all parties involved. Most parents feel that they are kept well informed and encouraged to participate in the gathering and use of relevant information.

46. Pupils have well-constructed individual education plans that are amended or reinforced according to the progress they make or difficulties they may encounter. Pupils of all ages and abilities work towards general and more personal targets, set and agreed in conjunction with the staff of the centre and shared with their parents. Most pupils remain

constantly aware of the progress they are making and of what they need to do to achieve further.

47. The unit provides a very good range of externally validated qualifications demonstrating personal achievements, vocational aptitude and the acquisition of skills needed in school and the adult world. Staff take particular pride in the steady rise in GCSE results and the expanding range of accredited courses offered. In English, mathematics and other examination subjects, teachers keep good records of the marks and grades gained by pupils. Numerous other means of recording and sharing the outcomes of application and effort reflect the different aspects of work at the unit. Praise and encouragement, often supplemented by awards and written commendations are central to many pupils' sense of accomplishment and personal worth.

HOW WELL DOES THE UNIT WORK IN PARTNERSHIP WITH PARENTS (including carers)?

48. High standards reported by the previous inspection have been maintained. Parents are very supportive of the unit and are very happy with the progress their children make. Nearly all consider their children's needs are well met regardless of the centre they attend. There was a very high return of questionnaires from parents indicating they take a very active interest in their children's education and how their special needs are addressed. Nearly all parents responding to the questionnaire and attending the meeting prior to the inspection consider the unit works closely with them, keeping them very well informed and that staff at the unit are very helpful and approachable.

49. The unit treats its relationship with parents as of the utmost importance. A survey has recently been undertaken to establish whether parents are satisfied with the relationship they have with the unit and whether the information provided by the unit enables them to be confident that their children are being adequately provided for. The results of this survey supports the view that parents are very happy with the information provided by the unit about their children's progress and parents feel involved in the education process.

50. Communication with parents is very good. It provides many opportunities to keep them informed and able to support their children's learning at home. The quality of information provided for pupil review meetings is of a very high standard and these meetings are well attended by parents. In addition to review meetings, parents are also kept informed of their children's progress by way of copies of weekly record sheets and when the unit takes the opportunity of sharing pupils' good work. This enables parents to share in celebrating their children's successes and gives them the opportunity of reinforcing the work of the school in the home environment. There are limited opportunities for doing so, but a few parents have given time to help in the unit on occasion.

HOW WELL IS THE UNIT LED AND MANAGED?

51. Stratton has become a very large and complex organisation incorporating many features more normally found within support services than a pupil referral unit. With very little recent support from a management committee, and upheaval within the local education authority, the headteacher and senior staff have very successfully led a large team through a period of huge change and growth. The headteacher has been particularly instrumental in this process. His leadership and management qualities are very strong. Staff are content, not one adverse comment was heard from any and all clearly share the commitment to high standards, espoused in the unit's aims.

52. One of the main secrets of the headteacher's success has been to give experienced staff autonomy in developing their areas of responsibility and focus attention on areas he has perceived as needing more support. For instance, weaker and newer teachers are monitored more often than better and more experienced ones. Another factor contributing to his successful management has been his determination to secure the best possible outcomes for pupils within the severe constraints on pupils' time in the unit, imposed by the local education authority. By maintaining similar outcomes in ever more complex situations, the headteacher and deputies have shown improvement in their management skills since the previous inspection.

53. Where there is a weakness is in the co-ordination of each subject of the curriculum. No individual has an overview of the totality of provision, or standards being achieved across all centres. This leads to minor inefficiencies in resourcing and also small imbalances in the curriculum. It also leads to unnecessary duplication of work, for instance in the production of improvement plans. This weakness was also referred to in the previous inspection and there has been no improvement.

54. Over the past year, there has been no effective management committee. One exists, but infrequent meetings are very sparsely attended, often with a majority being formed by staff representatives. Minutes of past meetings show that relevant issues have been discussed but there has been no commitment to action, nor advice or support for the headteacher and staff. Teachers responsible for the different groups at each site report that they cannot recall any member of the committee visiting any centre other than Stratton nor having played any part in monitoring standards.

55. The local education authority is the appropriate authority for the unit. It has recently been severely criticised by Ofsted, especially in relation to the numbers of pupils being given home tuition. Its failings relating to its role as appropriate authority to the unit are already documented in that inspection report and an action plan to remedy them has been produced. There is an acting designated officer who has been in post only since the start of term. The local education authority has produced a curriculum policy for the unit but it is not good enough because it does not clearly identify the curriculum that different groups of pupils are entitled to nor reflect national guidance. This is particularly important in relation to the time being made available to different pupils. Plans to provide full-time education for pupils with no other provision by September 2002, in line with statutory requirements, are seriously behind schedule.

56. There is good monitoring and evaluation of performance. In the first place, this is aided by the very good procedures for monitoring pupils' progress. To this is added the regular monitoring of teachers. Over the past year a very good programme of performance management has been gathering pace, gradually replacing appraisal. All teachers now have individual targets, against which improvements can be judged. There is a small programme of direct observation of lessons, carefully targeted to offer support where it is most needed, and there are regular professional discussions with each teacher to discuss triumphs and

disasters. Monitoring of the curriculum is a weakness because subject responsibilities are ill defined.

57. The unit does not have a devolved budget. It cannot therefore budget from year to year for major developments. It does, however, have responsibility for monitoring and accounting for its spending and it does this very well. By doing so it is able to provide the local education authority with accurate figures to show the relative costs of each part of the provision. The recent Ofsted report on the local education authority was highly critical of the amount and cost of home tuition being offered to pupils. It is true that this is well in excess of other authorities of the same size but the unit does everything in its power to minimise this cost by centralising staffing and resources in two adjacent centres, thus reducing travel time and expense. As a result, costs for the unit as a whole are reasonable when shared amongst the total number of pupils and with very good teaching and good pupil achievement the unit is giving good value for money.

58. The unit is very well staffed. Teachers demonstrate all of the necessary skills to successfully promote pupils' progress and enable many to return to school. Not all teachers teach in the centres; a small team works particularly successfully in local schools to prevent the need for pupils to be referred. Many teachers are part time. This gives the different centres access to a very good range of subject expertise, often missing in units such as this. The high level of staffing reflects the extra work teachers do in preparing for the frequent and essential reviewing of each pupil's progress. Many staff have previous mainstream experience and demonstrate a particularly good understanding of the standards being achieved in schools and the examination courses being followed. At present the unit is fully staffed, there is a low turnover of teachers and the headteacher reports that he has few problems recruiting suitable staff.

59. The accommodation is very mixed but good overall. The important thing is that staff on each site find it conducive to teaching and learning and pupils' achievements bear testimony to this. The unit has very little control over the accommodation. For instance, the rather cramped hospital classroom and Marlborough House belong to the health authority. Hillside is on the site of a local school and Drove is housed in a local authority resource and teachers' centre. Irrespective of the actual buildings, teachers make classrooms particularly stimulating through good displays of pupils work.

60. Resources are satisfactory overall but those for teaching geography and history are inadequate because there are insufficient artefacts, photographs, videos, pictures and maps. No teachers consider resourcing to be a limiting factor on the progress of pupils. When specialist, or expensive, resources are needed for a particular activity they can be borrowed from mainstream schools or resource centres.

WHAT SHOULD THE UNIT DO TO IMPROVE FURTHER?

61. In order to improve the unit, the headteacher and local education authority should now:

- Clearly commit the unit to providing the equivalent of full-time education for pupils with no other provision by September 2002 and produce plans to show how this will be achieved. (*paragraphs 1,30,34,55*)
- Improve the quality and amount of multicultural education by producing comprehensive plans to show how this can be achieved in each subject taught, then monitoring to ensure that these plans are delivered. Introduce opportunities for pupils who are taught at Stratton on home tuition programmes to meet one another at the start and end of sessions and move pupils from home tuition to group tuition as quickly as possible. (*paragraphs 39,40*)
- Ensure that sufficient time is provided for the teaching of history and geography and that schemes of work are planned to show how pupils can receive sufficient teaching in each subject to help them achieve the same degree of success as they do in other subjects. (*paragraph 9,32*)
- Ensure that a fully functioning management committee is formed in line with DfEE recommendations (Circular 11/99) and incorporate those parts of the LEA action plan relating to Stratton Pupil Referral Unit in the Unit Action Plan. (*paragraphs 54,55*)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	66
Number of discussions with staff, governors, other adults and pupils	34

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
9	45	32	14	0	0	0

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

Information about the unit's pupils

Pupils on the unit's roll	No of pupils
Number of pupils on the unit's roll	217

Special educational needs	No of pupils
Number of pupils with statements of special educational needs	42
Number of pupils on the unit's special educational needs register	186

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	14	Unit data	13

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	2
Bangladeshi	1
Chinese	0
White	214
Any other minority ethnic group	0

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Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: Y1 – Y13

Total number of qualified teachers (FTE)	22.2
Number of pupils per qualified teacher	10

FTE means full-time equivalent.

Education support staff: Y1 – Y13

Total number of education support staff	19
Total aggregate hours worked per week	395

Financial information* the unit does not have a devolved budget

Financial year	N/A
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	£
Total income	N/A
Total expenditure	N/A
Expenditure per pupil	N/A
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	216
Number of questionnaires returned	46

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	46	43	2	7	2
My child is making good progress in school.	59	24	9	4	0
Behaviour in the school is good.	41	37	13	0	4
My child gets the right amount of work to do at home.	24	24	15	7	11
The teaching is good.	67	30	2	0	0
I am kept well informed about how my child is getting on.	63	24	9	0	2
I would feel comfortable about approaching the school with questions or a problem.	80	20	0	0	0
The school expects my child to work hard and achieve his or her best.	54	37	7	0	0
The school works closely with parents.	65	26	4	0	0
The school is well led and managed.	61	22	7	0	4
The school is helping my child become mature and responsible.	57	28	7	0	2
The school provides an interesting range of activities outside lessons.	35	30	9	2	9