

INSPECTION REPORT

South Derbyshire Inclusion Centre

(previously known as the Newhall Pupil Referral Unit
and as the Key Stage 3 Exclusion Unit)

Breadsall

LEA area: Derbyshire

Unique reference number: 131633

Headteacher: Ms. Jenny Kent

Reporting inspector: Mark Evans
OIN: 20999

Date of inspection: 11th -13th March 2002

Inspection number: 243414

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

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INFORMATION ABOUT THE UNIT

Type of school:	Secondary
School category:	Pupil Referral Unit
Age range of pupils:	11 - 14
Gender of pupils:	Mixed
Unit address:	Brookside Road Breadsall Derby Derbyshire
Postcode:	DE21 5LF
Telephone number:	01332 832 246
Fax number:	01332 833 108
Appropriate authority:	The Local Education Authority
Name of responsible officer	Mr. Steven Pugh
Date of previous inspection:	This is the PRU's first inspection

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20999	Mark Evans	Registered inspector	Equal Opportunities, mathematics, information and communication technology, art, Spanish, physical education, religious education.	The characteristics and effectiveness of the unit; the unit's results and pupils' achievements; teaching and learning; leadership and management.
8937	Howard Allen	Lay inspector		Pupils' attitudes, values and personal development; pupils' welfare, health and safety; partnership with parents and carers.
20745	David Williams	Team inspector	English, science, design and technology, Special Educational Needs.	Quality and range of opportunities for learning.

The inspection contractor was:

Penta International
 Upperton House
 The Avenue
 Eastbourne
 BN21 3YB

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 Alexandra House
 33 Kingsway
 London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
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?	10
The unit's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS OR STUDENTS TAUGHT?	12
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?	14
HOW WELL DOES THE UNIT CARE FOR ITS PUPILS?	16
HOW WELL DOES THE UNIT WORK IN PARTNERSHIP WITH PARENTS	17
HOW WELL IS THE UNIT LED AND MANAGED?	18
WHAT SHOULD THE UNIT DO TO IMPROVE FURTHER?	20
PART C: SCHOOL DATA AND INDICATORS	22

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE UNIT

The South Derbyshire Inclusion Centre is a Pupil Referral Unit (PRU) that provides predominantly full time education for pupils aged between 11 and 14 years who have been permanently excluded from school. It is situated in the village of Breadsall, in South Derbyshire. There are currently 11 boys in Years 7 - 9. In addition, there are two boys and one girl of the same age who attend the unit part-time. Just over half of the boys are in Year 9. When full, the unit can provide education for up to 20 pupils in total. Twelve out of fourteen pupils are white of UK Heritage, two are of black Caribbean heritage. There are no pupils supported through special targeted funds. No pupils speak English as an additional language. Six of the pupils have Statements of Special Educational Needs. The unit is part of the Local Education Authority's Behaviour Support Service and one of a number of PRUs in Derbyshire. Pupils are taught in two groups, although some individual teaching also takes place. As the unit is relatively new, little data is available on the eventual destination of pupils who have attended for any period of time. Teachers are supported by three Education Care Officers (ECOs).

HOW GOOD THE UNIT IS

The South Derbyshire Inclusion Centre is an effective PRU, which is improving fast. It has some outstanding features. The quality of the unit's leadership is very good. The range of learning opportunities offered to pupils is very good and the standard of teaching is consistently very high. This has a very positive effect on pupils' learning and the standards they achieve. The supportive collegiate atmosphere of the unit motivates pupils who work hard to succeed in the tasks set for them. Overall, the unit provides good value for money.

What the unit does well

- The attitudes of the pupils in the classroom and around the unit are very good. This has a significant positive effect on the quality of their learning.
- Teaching is very good: teachers have very good relationships with the pupils. They teach with enthusiasm and pace and have very high expectations of behaviour and work.
- The quality of leadership provided by the teacher-in-charge is very high: she provides both vision and stability in the unit and is an excellent role model in how to manage pupils' behaviour sensitively and in a respectful manner.
- The quality of work of the ECOs is excellent: their support encourages pupils to learn with a positive attitude and they are an integral part of the success of the unit.
- The strong ethos of care as well as education creates an environment where the pupils feel secure and enjoy learning: this is supported by the good procedures in place for promoting behaviour and personal support of pupils.
- Staff are successful making the curriculum relevant to the pupils and in providing a wide range of experiences.

What could be improved

- Neither the admission criteria nor the overall purpose of the unit are as clear as they could be;
- The Management Committee has significant calls on its time other than this PRU, which hinders its direct involvement at the unit;
- Data collected on attendance is not as accurate nor used as effectively as it could be;
- The exterior of the accommodation is very shabby; large areas of wall and many window frames are decayed and deteriorating.

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

This is the unit's first inspection.

STANDARDS

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

Progress in:	by age 14	Key	
English	B	very good	A
Mathematics	B	Good	B
Science	B	Satisfactory	C
Personal, social and health education	B	Unsatisfactory	D
Other personal targets set at annual reviews or in IEPs*	B	Poor	E

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

Pupils are learning effectively in literacy, numeracy, science, and personal, social and health education. Learning in information and communication technology (ICT) and geography is satisfactory. In art, design and technology and Spanish, pupils make good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the unit	Very positive. Pupils enjoy attending the unit. They are usually enthusiastic and motivated to learn.
Behaviour, in and out of classrooms	Good. The pupils respond well to staff's very high expectations and in the main, respect each other, the adults and one another's property.
Personal development and relationships	Very positive relationships are a strong feature of the unit. The pupils' personal development is very good.
Attendance	Many pupils have dramatically improved their attendance since starting at the unit. However, a few pupils do not attend at all, or are not attending because they are waiting for placement elsewhere. This depresses the overall attendance figure to around 60 per cent in some weeks: however, for many pupils, attendance is well over 90 per cent.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 14 years
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.

The quality of teaching throughout the unit is very good. It is often outstanding in English, design and technology and in Spanish: it is very good in geography, mathematics and

science. Of the 18 lessons observed, 94 per cent were good or better, with no lessons that were unsatisfactory. The standard of teaching was very good or excellent in 78 per cent of lessons, seven lessons being judged as very good and seven as excellent. Literacy and numeracy are very well taught. This has a significant impact on the quality of pupils' learning and on the benefit and enjoyment they derive from their lessons. The most significant strengths in teaching observed during the inspection, were the management of pupils' behaviour, the teamwork, the planning and support of targets for pupils and the enthusiasm of the teachers. Teachers are confident, show that they enjoy teaching and have good subject knowledge. Lessons are taught at pace but with regular support, encouragement and praise for the pupils.

OTHER ASPECTS OF THE UNIT

Aspect	Comment
The quality and range of the curriculum	Very good overall. Areas for further improvement are ICT and Physical Education (PE), but the strength of literacy and numeracy planning pervade the whole curriculum, making it very strong. The range is impressive, unusually including Spanish and a good range of design and technology learning.
Provision for pupils with special educational needs	Good especially for those pupils identified as having additional literacy and numeracy needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall, particularly pupils' moral and social development. There is a strong moral code and high expectations of social behaviour. Pupils understand the difference between right and wrong and are supportive of one another's successes.
How well the unit cares for its pupils	Staff offer pupils very high standards of care and support. Procedures to monitor behaviour operate well and have a positive effect, as do those for assessing pupils' attainment, progress and personal development. Monitoring of pupils' attendance does not work so well, and does not yet have a significant impact on improving levels of attendance.

HOW WELL THE UNIT IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The quality of leadership shown by the teacher-in-charge is very good. She provides excellent support for staff and pupils alike. All staff contribute effectively within their separate spheres of responsibility.
How well the management committee fulfils its responsibilities	The headteacher of the Behaviour Support Service offers good hands-on support to the unit and as part of the Management Committee charged its governance, is a highly effective manager. The management committee itself is not able to have the same high level of personal input, but does offer good general support. Discussion of the management committee's specific role with respect to the unit would be beneficial.
The unit's evaluation of its performance	Good. The teacher-in-charge and the staff have a clear understanding of their successes and their weaker areas. Internal evaluation would be sharper if clearer overall aims for the unit were developed.
The strategic use of	The unit uses its limited finances very well and resources are carefully

resources	purchased to support pupils' learning.
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The teacher-in-charge regularly monitors the quality of teaching through classroom observations. Her own teaching is monitored by her line manager, the headteacher of the Behaviour Support Service. Overall, staff have a good understanding of what needs to be further improved to make the unit more effective.

PARENTS' AND CARERS' VIEWS OF THE UNIT

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Parents are happy with the progress their children make, particularly their attitude to work; • Parents believe the unit is well led and managed; • They believe that the quality of teaching enables their children to learn and progress. • Parents feel they are welcomed as partners in their child's education and are overwhelmingly positive about working with the unit. 	<ul style="list-style-type: none"> • A small number of parents feel that more homework should be given to pupils; • Similarly, some feel that more could be done to keep parents aware of developments at the unit.

Inspectors confirm parents' positive views of the unit. Homework is made available and is set sensitively by the teachers. Inspectors judged that the unit does a good job informing parents about the progress their child/ren are making.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The unit's results and pupils' achievements

1. Attainment on entry to the unit is below that expected for pupils of the same age, as would be expected from the history of fragmented education, exclusion and non-attendance that most pupils have. In English, mathematics and science, most pupils attain below the levels expected. A few do however, achieve in line with national averages in some aspects: for example, reading ages vary from below 6 years to that expected for pupils of 11 or 12 years age.

2. From this mainly low baseline of attainment, pupils do well. The progress they make is good, especially in English, mathematics, science, art, design and technology, Spanish, and in personal, social and health education. This reflects the strong curriculum made available to pupils and the individual nature of teachers' planning and often teaching. Literacy and numeracy are well taught and pupils make good progress developing and using these skills across the curriculum. Once the unit's staff have measured pupils' levels of attainment, work is planned meticulously to meet their needs. This is based on internal testing, not on information from previous schools.

3. Pupils achieve well in English. On entry, many have a very limited view of literature and their literacy skills are underdeveloped. However, they respond well to the enthusiasm of the teachers and ECOs and develop positive attitudes to stories, plays and poetry. In one lesson, the pupils demonstrated a burgeoning understanding and love for Shakespeare's "Macbeth" that matched the teacher's passion for the play. Year 9 pupils showed a detailed understanding of the main characters and their complex relationships. They discuss the moral issues and conflicts of conscience and feelings of guilt. Staff make good use of opportunities to encourage and help pupils to improve their speaking and listening skills, for example by putting forward and expressing their own ideas. In all subjects, these chances occur both during informal discussions and in more formal situations during lessons, as when pupils discuss the ways of ensuring fair tests in a science lesson on the effects of opening and closing the air-hole of a desktop natural gas burner. Listening skills are developed as pupils are given instructions on their lessons and when the day is reviewed by the teacher-in-charge before the end of lessons.

4. Pupils make good progress developing their reading and writing skills. Many are initially reluctant to read, lacking confidence, but staff help them to overcome this. They read within most lessons and, in English, read texts such as "Alien" by Susan Holliday. The best readers read with good phrasing and intonations. Pupils make good use of whiteboards when practising spellings such as the "-ou-" pattern.

5. In mathematics, pupils make good progress, especially in their numerical skills, which for many are limited when they are first admitted to the unit. Pupils use and apply the principles of addition, subtraction, multiplication and division throughout their work. In one Year 8 lesson, for example, pupils were multiplying by 10, 20, 30, 100 and 1000, with success. They use calculators to check their answers, as appropriate. Pupils enjoy (mainly!) the tests which analyse and practise their competence with numbers. They use these skills in other contexts, such as when measuring in food technology lessons. Most have good understanding of money. Some pupils understand percentages and use them accurately, for example, if calculating the discount on the price of clothing or food. Design and technology lessons demonstrate that pupils know basic 2- and 3-dimensional shapes, such as the trapezium, the octagon and the cube.

6. Pupils' achievement in science is good. They have an excellent understanding of safety requirements and many explain the concept of a "fair" test. Pupils record their practical work systematically and with a fair degree of accuracy. All pupils have positive attitudes to science. They co-operate very well, asking sensible questions and consolidate their new knowledge as they discuss their work with their teacher.

7. Pupils are developing their information and communication technology skills satisfactorily. They are becoming confident in the use of a range of technology, including personal computers. This has a positive effect on their learning, as pupils become more motivated to succeed. A few pupils type adequately, which enables them to enter text for word processing. Those with the best skills change font type and size, underline and embolden text, cut and paste text and use spell checkers. Lower attaining pupils are limited by less confident keyboard skills. They open and close a file and are beginning to learn about the various functions available in the word-processing package. All are familiar with the keyboard, mouse and printer. Word processing is used in a range of subjects. The use of the unit's digital camera enables pupils to take pictures, save and print out their images, but use is limited at present. Similarly, the use of spreadsheets and databases is restricted, but some pupils do have a working knowledge of their use, particularly in mathematics.

8. Pupils are achieving well and making good progress in developing their practical and design skills. They cut round templates in stiff card, having first selected the template they prefer. They have produced a number of technically accomplished and accurate diagrams of shapes and tentative designs. Making skills are developing satisfactorily, such as when making structures along the lines of a fairground attraction, using marbles, paper and adhesive tape. In food technology, pupils chop ingredients, mix stock, add different spices and successfully cooked an Italian dish. Many know the names of a range of spices and handle kitchen utensils with care.

9. Achievement is satisfactory in art, Spanish and geography, as judged from a limited number of lessons and the analysis of pupils' work. Pupils draw and paint for different purposes, for example, in the style of Picasso's 1920s and 1930s portraits. The best work is of a good standard, for example demonstrating real creativity, but work is variable, the less effective being simply repetition from a template. Pupils have a developing knowledge of art, for example answering questions about impressionism. Some have a real enthusiasm for art, as when one pupil discovered how to make "the colour of a lettuce - it's yellow, green and double white!" In Spanish, pupils also show great enthusiasm. They have a limited but expanding vocabulary, for example they understand classroom objects such as *los cuadernos*, *los bolis*, *las reglas* and *los libros*. They also use common phrases such as "*nombre y vetcha*" and shout "*¡Casa!*" with enthusiasm when they win at Bingo. Pupils are aware of the defensive nature of many settlements and know relevant vocabulary, such as "contour", "meandering" and "marsh".

10. Pupils participate in a range of physical activities such as swimming, bowling, football and basketball. There is not yet a programme for the teaching of new skills and what pupils achieve is, therefore, often more attributable to previous schools than the unit.

11. Pupils' achievement and progress in personal, social, and health education are good. This prepares them well for the next stage of their education, whether that be another school or the PRU for older secondary pupils. The very positive relationships at the unit make a significant contribution in this area. Both the lessons seen during the inspection, and the discussion with and records of work from teachers and pupils examined during the week, demonstrate the success that the unit has in stabilising the behaviour and social development of the pupils that attend. The results of the parental questionnaires confirm this

judgement.

Pupils' attitudes, values and personal development

12. Pupils' behaviour is good overall: attitudes and personal development are very good. However, overall levels of attendance at the unit are poor and there has been a high number of fixed term exclusions over the last six months.

13. Reported attendance is adversely affected by the fact that there are a significant number of pupils who remain on roll whilst waiting for placement at alternative educational provision. Many pupils have a history of poor attendance prior to joining the unit and there is evidence of some improvement in attendance of pupils who have been at the unit for some time.

14. In nearly all lessons, pupils make good progress in their learning and respond well to teachers and ECOs who work hard to ensure all pupils are fully engaged. Pupils are usually very attentive and work well both individually and when given the opportunity of group work. The very few incidents of less focused work during lessons occur where pupils are set inappropriate work that may be either insufficiently challenging or beyond their capabilities.

15. Parents consider that the unit helps their children become more mature and responsible. This view is supported by the inspection findings. Pupils generally show respect for their peers, unit staff and the school environment. Teachers and ECOs are excellent role models and the pupils respond well to the encouragement they are given to do well in their learning. Pupils are also encouraged to support each other and this has a positive effect in improving their relationships with other pupils and members of staff. Teachers and ECOs also take appropriate steps to ensure pupils become more independent and this helps in raising pupils' self-esteem. For example, where appropriate pupils are encouraged to get out materials at the start of lessons and clear away at the end and one pupil with an aptitude for computers was allowed to set-up new computers recently acquired by the school.

16. The unit works hard to bring about an improvement in the behaviour of every pupil in its care. Parents confirm that they consider the unit to be successful in this as they are of the view that the behaviour of pupils at the unit is good. There are high levels of fixed term exclusions and these adversely affect the learning opportunities of some pupils. However, the inspection found exclusions were warranted as they usually occurred where the pupil concerned had disrupted lessons and had an adverse affect on the rest of the class. A majority of the exclusions occurred during and just after the period of uncertainty in the management of the unit.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. The quality of teaching throughout the unit is very good. It is often outstanding in English design and technology and in Spanish. It is very good in geography, mathematics and science. This has a significant effect on the quality of pupils' learning and on the enjoyment they derive from their lessons. Of the eighteen lessons observed, 94 per cent were good or better, with no lessons that were not satisfactory. The standard of teaching was very good or excellent in 78 per cent of lessons, seven lessons being judged as very good and seven as excellent.

18. The most significant strengths in teaching observed during the inspection, were the management of pupils' behaviour, the teamwork, the planning and support of targets for pupils, and the enthusiasm of the teachers.

19. Literacy and numeracy are very well taught. These skills are utilised by pupils and supported by staff throughout the curriculum. For example, pupils designing and making a flat-pack clock read and understood text explaining the origin and purpose of logos and then carried out a sorting activity with the logos of twelve types of car and sportswear manufacturers. Word processing skills are used to draft essays and other written work. Learning resources are organised well in advance of lessons and where necessary are individualised for pupils and that aspect of their coursework, for example books of the work of particular artists like Picasso. Since the move to new premises, some equipment is no longer suitable, for instance some of the beaker stands for use in science.

20. Lessons are planned on an individual basis, but built from longer-term schemes of work. Each plan outlines the aim of the lesson and the learning objectives. For example, in science, the objectives are clearly stated and revisited frequently through the lesson. The ECO also reiterates the objectives at appropriate moments. Pupils are aware of these targets and of their own individualised academic and behavioural targets, which are also revisited frequently during the course of the day. This ensures that every pupil understands what is expected of him or her and how it fits into their overall development at the unit.

21. The ECOs are an integral part of the teaching provided at the unit. They work in very close liaison with the teachers and provide an exemplary model of how to support and guide without necessarily being in charge. The closeness of the working between all the adults and the teamwork this produces is outstanding and is a key feature of the current success of the unit.

22. Pupils are inspired to do their best not just for themselves but also for their own teachers, who so obviously enjoy teaching. Teachers are confident with the wide range of subject knowledge required of them. One excellent example of this is the pleasure that pupils gain from learning Spanish with their teacher, who has developed this skill and is gaining accreditation with the support of the unit. The enthusiasm of the teachers is infectious: in a Year 9 lesson, pupils greatly enjoy studying "Macbeth" and the teacher used written text and a film of the play very skilfully to enhance the learning of pupils. At the end of the lesson, the pupils did not want the lesson to end at all! When staff are not so confident of an area that they will be teaching, they have the opportunity to consult other members of the Behaviour Support Service.

23. Teachers use a wide range of strategies to ensure pupils fully understand what they are learning about and why. They question frequently, encourage, reassure and praise which enables many of the less assured pupils to grow in confidence and self-esteem. The overall quality and use of ongoing assessment is very good, although marking of pupils' work is variable. Sometimes work is not marked at all for long periods, which is not the best way to encourage. However, most work is looked at in lessons, and teachers use other types of assessment to check if the intended learning objectives have been met. For example, written tests in mathematics and spelling, as well as the at least daily revisiting of overall objectives. Further use of the digital camera could improve the records kept of pupils' work.

24. The quality of relationships throughout the unit is very good. Teachers make very appropriate use of humour to encourage the pupils: this is appreciated and often reciprocated, but the laughter is positive and supportive from both sides. This was clearly seen for example, in a personal, social and health education lesson about female sexual development, in a Spanish lesson on classroom objects and in a lesson on "Macbeth". Each of these for different reasons could have resulted in pupils feeling uncomfortable or incompetent, but the supportive nature of the teachers and ECOs made sure that this was not the case. All the adults obviously care for their pupils and want them to succeed, and the pupils know this. The pupils are confident with their teachers and the ECOs and will ask for

help when needed, although usually for reassurance.

25. Pupils are offered homework, but the uptake is not great. Staff are aware of the difficulties some pupils face completing set work outside of the unit and thus do not pressure them. It is worth the unit regularly reviewing their practice on this, bearing in mind one apparent purpose of placement at the unit, that of re-integration. Although any homework or other work set is expected to be completed, pupils know that if they are experiencing difficulties they can go to any member of staff for help and advice.

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

26. The curriculum pupils receive is very good. It carefully reflects the detailed guidance given by the Local Education Authority. The curriculum also meets statutory requirements. The aim is to teach the pupils the same subjects that they would be taught in mainstream secondary schools. Teachers' planning and lesson content follow the National Curriculum. The teachers in the unit feel that this is very important both in terms of giving their pupils equality of opportunity and improving the chances of successful transfer back to mainstream schools when the time is appropriate. In terms of improving standards and pupils' self-esteem teachers also feel that it is extremely important that, whenever possible, the pupils take the assessment tests, in English, mathematics and science, at the end of Year 9 along with the rest of pupils of the same age nationally. The pupils agree with this and co-operate fully. They enjoy revising and working through test papers.

27. All pupils are taught English, mathematics, science, humanities, design and technology, food technology, art, information and communication technology, Spanish and personal, social and health education, including sex and drugs education. Although the unit has very good facilities, physical education is not currently timetabled on a formal basis. However, the pupils are given frequent opportunities to use the gymnasium and school grounds for informal activities such as football or basketball. More formal day-to-day planning of the ICT curriculum would also enhance the opportunities offered. Music is not timetabled. Subject policy statements and long- and medium-term plans of a very good standard are in place for all subjects being taught.

28. The curriculum for the teaching of English, including literacy, is very good. It is very well organised and planned. The unit has great difficulty in obtaining pupils' records from mainstream schools, which is most unsatisfactory. The teachers have to work with no knowledge of each pupil's previous work and the standards achieved. To compensate for this lack of information, the curriculum has to be suitably flexible. The results of baseline assessments are used to set the individual education targets for pupils in reading, spelling and writing.

29. The curriculum for mathematics and numeracy skills is very good. The unit places emphasis on the improvement of numeracy skills. In lessons pupils learn their tables and revise multiplying mentally by 10, 100 and 1000. The improvement of attainments in mathematics is seen as an essential element in the improvement of the self-esteem of pupils and of their eventual success in transferring back to mainstream education.

30. Provision to meet the special educational needs of the pupils is very good. The unit ensures that in addition to being broad and balanced that the range of learning opportunities is relevant to the needs outlined in their Statements of Special Educational Needs. The unit puts great emphasis on improving pupils' personal development. They aim first to improve self-esteem and feelings of self-worth and secondly to improve their attitudes and behaviour. Pupils are specifically taught key skills and thinking skills. In these lessons pupils are given

opportunities to work in pairs or small groups to complete given tasks and through these activities to improve their social skills. They learn to work co-operatively to complete a given task, for example, to construct a working structure simulating a ride at a Theme Park. Through discussion pupils have to decide what they are going to make and how they are going to make it. They have to co-operate and work together to build the structure. They have to demonstrate to the rest of the class that they have indeed made a structure that works. At the end of the lesson all pupils are involved in a constructive criticism of one another's models and marks out of ten are given. Through these activities pupils develop the ability to tolerate the views and opinions of others even though they might disagree with them. They also learn to accept criticism. Pupils also enjoy a sense of achievement when positive comments are made about their work. At the end of these lessons, teachers make specific reference to the individually agreed targets set for each pupil to improve personal and social behaviour. Merits and credits are allocated according to each pupil's progress towards meeting personal behavioural targets. These very successful lessons are further developed through a very good personal, social and health education programme. In these lessons issues related to healthy living and sex education are very well taught.

31. Provision for extra-curricular activities is excellent. Special arrangements have been made to put back the time of arrival of the school transport on one specific evening to enable pupils to take part in a range of after-school activities. Teachers and educational care officers ensure that pupils are actively involved in structured activities before school starts, during breaks and at lunch times.

32. Links with the community are satisfactory taking into consideration the fact that the unit has only recently been established. Links with other schools are also satisfactory, except that more clearly needs to be done to establish more effective procedures to ensure that the teachers in the unit receive pupils' records from schools before or very soon after pupils are admitted.

33. The unit makes very good provision for spiritual, moral, social and cultural development. Whilst there is no requirement for pupil referral units to have assemblies or to teach religious education, the ethos of the unit, the attitudes of the staff and the high quality of the teaching and learning make a very positive contribution to the spiritual development of the pupils. The unit has a clear set of values and principles through which to inform a clear perspective on life and the patterns of behaviour of the pupils. Pupils learn respect for themselves and for others. When pupils are ill, teachers make other pupils aware of their needs and stress the need for compassion and understanding. Through art, pupils are challenged to appreciate beauty and to understand that through, for example, the paintings of the Impressionists, this is in the eye of the beholder.

34. Provision for pupils' moral development is very good. Pupils are given a clear understanding of the differences between right and wrong. Teachers and educational care officers are excellent role models. Pupils rely heavily on the fact that staff are absolutely consistent in their relationships with them. This is of paramount importance in the day to day life of the pupils in the unit. In relation to the staff they know where they stand. They know how staff will react in any given situation. Staff are the rock to which they cling in good times and bad. Teachers and care officers avoid being judgmental but constantly challenge pupils to come to their own conclusions about the actions and decisions they have taken. When giving merit and credit points against individually agreed targets teachers constantly refer to the behaviour of pupils and explain the reasons for adding or deducting points. Pupils respond in a mature manner to the decisions being made. Through these procedures concepts of right and wrong are being constantly reinforced.

35. There is very good provision for pupils' social development. Relationships within the

unit are excellent and pupils are treated with great respect. Staff constantly seek to improve the self-esteem of each pupil through ensuring success in lessons and respect for each pupil as an individual. They offer pupils challenging opportunities to act in a responsible manner. For example, in science lessons, pupils use gas burners, glass beakers and other equipment to set up experiments. They are expected to use the equipment safely and in a responsible manner and not to interfere with the work of others. This they do. Through the key skills lessons teachers are constantly encouraging pupils to work co-operatively and to respect the views of others. This is frequently difficult for pupils who want to make their own decisions and go their own way. When things do go wrong pupils are encouraged to acknowledge and accept the consequences of their actions. At the same time opportunities are provided for pupils to make amends and to develop more self-control.

36. Pupils have satisfactory opportunities to develop their cultural awareness. Through work in English, they are introduced to different authors and to a good range of literature, including Shakespeare. Some appreciation of the work of different artists is encouraged. Through art lessons, for example, they consider the paintings of Van Gogh, Monet and Picasso and draw and paint pictures in the style of each. However, there is currently too little emphasis on the multicultural nature of our society in displays and in the work of pupils.

HOW WELL DOES THE UNIT CARE FOR ITS PUPILS?

37. This is a very caring unit where the high priority given to the emotional well being of pupils ensures there is an appropriate environment for effective learning. Teachers and ECOs know all the pupils very well and the strong caring and supportive school ethos allows teachers throughout the school to monitor pupils' personal development very effectively. Parents who responded to the inspection questionnaire were of the view that staff have high expectations of their children and their children make good progress at school.

38. Very good procedures are in place for the monitoring and promotion of good behaviour. There are a small number of appropriate school and classroom rules that are understood by all pupils. Behaviour objectives are set during the review cycle and closely monitored on a day-by-day basis by good use of a points and merit system that ensures the progress made by pupils is both acknowledged and celebrated. The behaviour policy emphasises positive reinforcement as the preferred means of improving behaviour. There are effective procedures in place to manage any incidents of inappropriate behaviour that do occur and this enables pupils to make very good progress in improving their behaviour.

39. The school is effective in providing for pupils' welfare, health and safety. There is a common approach across the school from all staff, including non-teaching staff, to creating an atmosphere of warmth, security and well being where pupils feel safe. Pupils are confident they can approach staff with any problems. Procedures for the administration of medication are very good and there are an adequate number of qualified first-aiders within the unit. Child protection procedures are secure. A safety audit is planned for the next half term. However, now it has been confirmed the unit is to stay at its present location it is important that all health and safety policies are reviewed to reflect the current surroundings and to ensure consistency and good practice such as internal audits and risk assessments regularly take place. Given the number of recent staff changes it is important the unit reviews and updates responsibilities relating to health and safety and pupils' welfare and an appropriate induction program and in-service training arranged.

40. All adults know the pupils very well. Teachers, support assistants and all others working in the school demonstrate a genuine concern for pupils' care, support and guidance. Pupils feel confident they are able to discuss any problems they have with any adult in the school. Staff throughout the school are excellent role models. Teachers and ECOs treat

pupils with respect and set very good examples of how to behave appropriately. Teachers make very good use of any opportunities during lessons to reinforce the unit's caring ethos. Pupils with special educational needs are well supported in the classroom and the unit takes steps to ensure pupils are not withdrawn from lessons and special needs are handled in an inclusive classroom environment wherever appropriate. All statutory requirements concerning pupils with statements of special educational needs are appropriately met.

41. All pupils arrive by arranged transport and it is difficult for the unit to ensure there is a prompt and effective start to the day at all times. The unit does monitor the performance of the taxi services provided and reports repeated problems to the appropriate authority for remedy. The unit follows up unexplained absences and contacts parents if pupils fail to arrive when expected. However, more opportunities could be taken to ensure both pupils and parents are reminded of the importance of good attendance in ensuring pupils receive the best possible educational opportunities. For example attendance targets could be set as part of the review process. Registers are marked both morning and afternoon and comply with legal requirements. However, despite the poor attendance rates, the unit has given insufficient priority to ensuring procedures for monitoring and improving attendance are effective and give an accurate picture of any improvement made by individual pupils or the unit as a whole.

42. The quality and use of assessment procedures throughout the unit are good. The procedures in place for monitoring pupils' academic and behavioural progress ensure that teachers have a very good knowledge and understanding of their specific individual needs. Teachers carefully assess the pupils' skills when they arrive at the unit and continue to do so throughout their time there. This detailed information is used in a consistent and effective way, which has a significant impact on the high quality of pupils' learning. Teachers monitor each lesson, recording what individuals and groups of pupils have learnt and what they should do next. Teachers regularly evaluate their own teaching and its effectiveness on the pupils' learning. Each pupil also has the opportunity to voice his or her own opinion as to the progress they have made, at the end of each day. The result of such detailed and regular assessments means that lessons are always sharply focused on what individuals need to learn, with pupils aware of what they are doing. The cycle of assessment, planning and evaluation by teachers and ECOs supports the good progress that the pupils make in achieving their targets.

HOW WELL DOES THE UNIT WORK IN PARTNERSHIP WITH PARENTS?

43. The unit has very effective links with parents. The unit is conscious of the difficulties many parents have as most live some distance from the unit. In their responses to the inspection questionnaire parents confirmed they are very comfortable in contacting the unit. An open door approach is very much promoted and parents are aware they are welcome to contact the unit at any time. Each pupil is allocated a key worker and parents are advised this is the appropriate contact if they have any concerns regarding their child. Telephone contact is used on a day-to-day basis to ensure parents are kept informed of any problems their children may be experiencing at the unit as well as celebrating successes.

44. The unit communicates very well with parents and provides many opportunities to keep them well informed and able to support their children's learning at home. The school prospectus is of a very high standard and provides useful information on the working of the unit as well as providing parents with details of the curriculum subjects their children can experience. Letters home are regularly sent to parents informing them of day-to-day activities, including trips the unit may be organising.

45. Information given to parents is accurate, sufficiently frequent and helpful. Pupils'

individual education programmes and the reports produced for statutory annual reviews are of a very high standard, providing detailed information for all curriculum subjects of what pupils have achieved, the progress made and future targets. Parents also receive reports of their children's work on a termly basis. All of the reports the unit provide for parents probably help parents form the judgement that they are happy with the progress their children make at school as reported in their responses to the inspection questionnaire.

46. Responses to the parents' questionnaire indicated there was some dissatisfaction with the amount of homework set and the range of activities available to pupils outside lessons. However, the inspection team considers the policy that homework be set if pupils ask for it to be appropriate in this type of unit. The inspection team also considered the unit provided a significant number of extra curricular activities that have a positive educational value. For example, the opportunities available include music, ICT, number games, football, hockey and basketball at break time, lunchtime and after school one day a week. The unit has arranged for later taxis to ensure all pupils have the opportunity of attending the Tuesday after school club.

HOW WELL IS THE UNIT LED AND MANAGED?

47. The ethos of the unit is excellent. All staff combine to promote an atmosphere where high standards of work, behaviour and harmonious relationships are the clear and overt expectation. The quality of teamwork is excellent, teachers enjoy teaching and pupils attend the unit to learn. Many continue to attend when offered after-school activities. This is a real vote of confidence in the way the unit is led and managed. Equality of opportunity is given a high priority by staff, for example the importance of relationships and the role of parents and friends is openly discussed with boys and girls alike.

48. The quality of leadership shown by the teacher-in-charge of the unit is very high. She is a hard working, knowledgeable and innovative leader, who offers enormous support to her colleagues. She leads very much by example, being usually found in classrooms and around the unit either teaching specific lessons or offering assistance to teachers, ECOs or pupils. She has been successful in managing the unit through a difficult period caused by staff changes and relocation of the unit. As a result of her lead, the pupils are offered friendly but firm assistance. This style of leadership has encouraged a warm and caring ethos, from which pupils benefit greatly. Each pupil receives a good quality education, closely matched to his or her learning needs, along with support to develop the necessary skills and confidence to become a fully functioning social adept member of society.

49. The Local Education Authority, in the form of a designated officer and a management committee (consisting of eight County Councillors, three union representatives, three members of the Behaviour Support Service and four other professionals with an interest and expertise in education) provides appropriate governance for the unit. The headteacher of the Behaviour Support Service offers good hands-on support to the unit, by way of attending morning meetings and awarding certificates: he is well known to the pupils. As line manager for the teacher-in-charge, he also provides counsel and guidance when needed. The management committee is not generally able to have this same high level of input to the unit. It has offered good general support, but as it is also responsible for many other comparable units, its role has gradually had to become that of a body that merely receives reports from the headteacher of the Behaviour Support Service and the respective teachers-in-charge. The quality of these reports is high, but the broadening of the committee's responsibilities as more PRUs have opened, has necessarily been at the expense of a depth of knowledge of specific unit-based issues. For example, the South Derbyshire Inclusion Centre battles on a daily basis (almost always unsuccessfully) to obtain information from secondary schools that would help them start pupils off at an appropriate point, with full knowledge of what they have

learnt previously. Management committee support on this issue would be likely to be more effective. Some of the support and knowledge which would be very useful to the unit is present in another forum, the Amber Valley, Erewash and South Derbyshire Area Behaviour Panel. Some discussion and clarification of roles of these bodies would be likely to benefit the unit both in day-to-day issues and in terms of long-term strategic planning.

50. Similarly, the specific purpose of the unit within the context of the overall provision of the Local Education Authority remains somewhat opaque. The panel that deals with admissions is well known to the unit and works in close co-operation with the teacher-in-charge, but there are pupils at the unit whose Statements of Special Educational Needs appear to suggest that placement at a special school would be more reasonable at present. Different documents describe the main aim of the unit as being to re-integrate pupils into mainstream schools or to provide a wide range of curriculum opportunities, but the record of re-integration is very poor. It is possible, for example, that some pupils realistically will never be moved successfully to a mainstream school and this would have an effect on the way in which the curriculum for the pupils was planned and implemented. Pragmatic management committee consideration of this issue is vital to ensure that the focus of the unit is not lost, especially in light of the possibility of more PRUs being opened in the area.

51. The teacher-in-charge manages the curriculum of the unit efficiently and the standard of subject co-ordination by the full-time and part-time teachers is good. Teachers work well promoting literacy and numeracy in all subjects, as a direct result of work done in these areas by the curriculum managers. The teacher-in-charge regularly observes the quality of teaching through direct classroom observations, both formally and informally. She provides feedback with suggested areas for improvement, while her line manager has observed her teaching. In addition, the teacher-in-charge examines teachers' planning as well as pupils' work to ensure that what is being planned is being taught and that pupils are learning to their highest potential. Systems and procedures within the unit are detailed and effective, but the teacher-in-charge and other staff have necessarily had to take on a great deal of administration work to ensure smooth and efficient running, whilst there has been no clerical officer available. This is temporarily solved, but a permanent appointment is important to continue the effective running of the unit. All staff, led by the teacher-in-charge and the headteacher of the service, evaluate their own and the unit's performance. For example, the unit's development plan clearly identifies further areas for improvement, including targets and (in most instances) costing for training, learning resources and staffing.

52. Many parents report that their children enjoy attending the unit, which given their history of fragmented education, is a significant achievement. There is a clear enrolment procedure, which may include a home visit by the teacher-in-charge to carefully explain the expectations on pupils and their parents for any pupil attending the unit. These high expectations include regular attendance, completion of work and sound behaviour. However, as mentioned above, the quality of information received by staff from secondary schools referring pupils is poor and often non-existent. This offers little or no advice to teachers on standards of attainment, which adversely affects their initial progress until staff have fully assessed new pupils.

53. The match of teachers and ECOs to the demands of providing the curriculum is very good. Their knowledge, understanding and expertise makes a significant contribution to pupils' good learning. All staff have clearly defined roles, although these have yet to be suitably linked to current job descriptions. This would enhance the teacher-in-charge's ability to delegate and to protect her own management time. Teachers' expertise in meeting the curricular and social needs of the pupils is very good and is at the heart of why the pupils make good progress with their learning and personal development. The standard of teamwork throughout the unit is exemplary. Teachers actively maintain their own professional

development by attending relevant courses. Performance management is in place and functioning well.

54. Although the unit building is relatively large for the numbers of pupils and adults, staff have succeeded in creating a welcoming learning environment. High quality displays around the unit reflect pupils' work and promote the ethos of care and respect for others. Good use is made of the space, both internal and external. There is no separate room for the teacher-in-charge, which could hinder confidential discussions. The building itself is well maintained and kept clean, but there is much to do on the building's structure. There are plans in place to remedy these problems, some of which are urgent.

55. The supply and quality of learning resources are good. There are sufficient resources including computers to support teaching and pupils' learning, although external vandalism and break-ins have meant that some of the hardware is not as familiar to staff or pupils as it might be. Staff are used very efficiently to support pupils' learning throughout the unit. For example, teachers plan individual lesson plans, including learning targets for many different subjects, but the flexible approach adopted and encouraged by the teacher-in-charge allows ECOs or teachers to be redeployed as required by the needs of the pupils. The unit receives financial support from the head of service's administrators, who are extremely effective. All day-to-day administration of the unit's limited budget, including all internal procedures for ordering resources and arranging for payment are carried out efficiently and unobtrusively by a temporary clerk, who provides excellent assistance. The budget is managed by the teacher-in-charge, spending in accordance with need and with the principles of best value in mind. Although the County Behaviour Support Service evaluates its service to schools in a rigorous and effective manner, this information is not currently analysed on a unit to unit basis, which would improve adherence to principles of best value and provide invaluable information for headteacher and teachers-in-charge. Similarly, parents and pupils responses to the unit are not currently analysed. Additional grants for training and other specific purposes are well used. The unit's accounts have not yet been audited. Nevertheless, it is clear that the budget is efficiently run; there are very good standards of teaching and learning, the quality of leadership is high. As such, the unit is providing good value for money.

WHAT SHOULD THE UNIT DO TO IMPROVE FURTHER?

56. In order to build on the strengths and make further improvements, the Local Education Authority together with the management committee, teacher-in-charge and staff at the unit should:

- (1) Ensure that the unit has a clearly stated purpose against which to measure its admissions and its successes; *(see paragraphs 49 and 50)*
- (2) Consider and clarify the specific role of the management committee, in the context of other units and panels concerned with provision for excluded pupils; *(see paragraph 49)*
- (3) Monitor attendance more effectively, especially improving the **use** of the data collected; *(see paragraphs 13 and 41)*

(4) Complete improvements to the exterior of the building, to ensure it is safe and not unattractive; *(see paragraph 54)*

57. The following less urgent issues should be considered for inclusion in the action plan, in addition to the key issues outlined above.

- Improve job descriptions for all staff, to illuminate and inform decisions about the best deployment of teaching staff; *(see paragraph 53)*
- Improve links with the local mainstream schools, especially with regard to information needed at the unit from secondary schools referring pupils; *(see paragraph 32)*
- Further expand planning for pupils' cultural development; *(see paragraph 36)*
- Develop the curriculum to offer more support to teachers who need to design work appropriate to different levels of attainment, for example in ICT and during physical activities; *(see paragraph 27)*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	13

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
39	39	17	5	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	13

Special educational needs	No of pupils
Number of pupils with statements of special educational needs	6
Number of pupils on the unit's special educational needs register	13

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	33	Unit data	5

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

Attainment at the end of Key Stage 3

No pupils have so far sat the end of Key Stage 3 tests.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	11
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	34	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: Y7 – Y9

Total number of qualified teachers (FTE)	3.32
Number of pupils per qualified teacher	3.9

FTE means full-time equivalent.

Education support staff: Y7 – Y9

Total number of education support staff	3
Total aggregate hours worked per week	97.5

Financial information

Financial year	2000/2001
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	£
Total income*	6,000
Total expenditure	6,000
Expenditure per pupil	461
Balance brought forward from previous year	0
Balance carried forward to next year	0

- ❖ This only represents that expenditure managed by the unit. The Local Education Authority manage the unit's total budget.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	9
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.	56	33	11	0	0
My child is making good progress in school.	44	56	0	0	0
Behaviour in the school is good.	44	11	11	0	33
My child gets the right amount of work to do at home.	22	67	0	11	0
The teaching is good.	44	44	0	0	0
I am kept well informed about how my child is getting on.	56	33	11	0	0
I would feel comfortable about approaching the school with questions or a problem.	67	33	0	0	0
The school expects my child to work hard and achieve his or her best.	67	33	0	0	0
The school works closely with parents.	56	33	11	0	11
The school is well led and managed.	44	44	0	0	22
The school is helping my child become mature and responsible.	44	33	0	0	22
The school provides an interesting range of activities outside lessons.	44	22	11	0	0