

INSPECTION REPORT

**ELSLEY AND RONALD ROSS PUPIL
REFERRAL UNIT**

Wandsworth, London

LEA area: Wandsworth

Unique reference number: 132077

Head teacher: Trish Press

Reporting inspector: Michael McDowell
1405

Dates of inspection: 9th - 12th December 2002

Inspection number: 249479

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

© Crown copyright 2003

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

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

INFORMATION ABOUT THE UNIT

Type of school:	Pupil referral unit
School category:	Pupil referral unit
Age range of pupils:	5 - 11 years
Gender of pupils:	Mixed
Unit address:	Elsley PRU, 33 Gideon Road, Battersea, London SW11 5TZ Ronald Ross Centre, c/o Ronald Ross School, Castlecombe Drive, Beaumont Road, London SW19 6RS
Telephone number:	Elsley PRU 0207 228 9818 Ronald Ross Centre 0208 780 2360
Fax number:	Elsley PRU 0207 350 2112 Ronald Ross Centre 0208 789 9453
Appropriate authority:	Wandsworth Local Education Authority
Name of responsible officer	Sue Clarke, (Head of Integrated Support Service)
Date of previous inspection:	December 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1405	Michael McDowell	Registered inspector	Science, art, history, modern foreign language, special educational needs	What sort of unit is it? How high are standards? How well are the pupils taught? What could the unit do to improve further?
9736	John Brasier	Lay inspector	Educational inclusion	How well does the unit care for its pupils? How well does the unit work in partnership with parents?
21044	Thomas Smith	Team inspector	English, information and communications technology, design and technology, physical education, personal, social and health education, English as an additional language	How well is the unit led and managed?
23733	Averil Anderson	Team inspector	Mathematics, geography, music	How good are the curricular and other opportunities?

The inspection contractor was:

Baker-Phillips Educational Communications
 The Croft
 Brierley Way
 Oldcroft
 Lydney
 Gloucestershire
 GL15 4NE

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

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	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?	11
The unit's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS OR STUDENTS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?	16
HOW WELL DOES THE UNIT CARE FOR ITS PUPILS?	17
HOW WELL DOES THE UNIT WORK IN PARTNERSHIP WITH PARENTS	19
HOW WELL IS THE UNIT LED AND MANAGED?	19
WHAT SHOULD THE UNIT DO TO IMPROVE FURTHER?	22
PART C: SCHOOL DATA AND INDICATORS	23

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE UNIT

Elsley and Ronald Ross Pupil Referral Unit, (PRU), is maintained by the London Borough of Wandsworth Primary Behaviour and Learning Support Service. It is on two sites five miles apart and pupils attend the one nearest to their primary school. It makes part-time provision for up to 72 pupils aged between 5 and 11 who have significant behavioural difficulties. In most cases, pupils are identified as in need of "school action-plus" and they remain on the roll of their own primary school while they are also registered at the PRU where they receive part-time education. There are currently 39 such dual-registered pupils. A further 49 pupils are supported by the PRU within their own schools and they do not attend the PRU centres for lessons. On occasion, the PRU provides full-time education for pupils who have been permanently excluded and who are waiting to be placed at another school. Presently, there is one such pupil who has a statement of SEN because of his learning difficulties. Of the pupils who attend the PRU part-time, 37 are boys and 2 are girls. Up to 24 pupils may attend at any one time. Their attainments on entry are below average in most cases. Most pupils are white with British or Irish heritage, other ethnicities include, in order of proportion, Caribbean, African, mixed race, and other black backgrounds. The overall aim of the PRU is to work successfully with schools to prevent exclusions. Other aims include working with teaching staff in primary schools throughout the borough to broaden the strategies for managing and changing pupils' behaviour.

HOW GOOD THE UNIT IS

The unit is very effective; it enables pupils with significant behavioural difficulties to become more settled and successful learners and reduces the risk that they will be excluded from their schools. It also provides excellent full time education to pupils with statemented special educational needs who have been permanently excluded, while they are waiting to be placed in schools. Pupils achieve very well in their sessions at the unit and make very good progress. Teaching is of a very high standard. The leadership provided by the head teacher is excellent and the PRU is very well managed. It provides excellent value for money.

What the unit does well

- Pupils learn very well because teaching is consistently very good.
- Pupils make very good progress in English, mathematics and the other subjects they are taught within their sessions at the unit.
- The management of pupils within the classroom is excellent and founded on the development of very good relationships; as a result there are significant improvements in pupils' behaviour and attitudes to learning.
- There is a very good range of learning opportunities and the provision made for those with statements of special educational needs and those who have been permanently excluded, is excellent.
- Excellent provision is made for pupils' personal development.
- Through rigorous assessment procedures teachers develop very good understanding of what their pupils know, understand and can do and they use this information effectively in planning their lessons.
- Very thorough steps are taken to ensure that pupils are protected and safe during their time at the unit.
- The head teacher is an excellent leader and the unit is managed very effectively.

What could be improved

The accommodation provided for staff at the unit is cramped and insufficient. The distance between centres leads to unavoidable inefficiencies in the use of staff time and the play spaces available are not fully suited to the pupils' needs.

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 December 1997. It has developed well since then and its improvement is good. The Key Issues for action indicated by the last report have each been addressed effectively. There is a focus on the development of the literacy and numeracy skills of each pupil and these are now developed well in work across all subjects. There is clear and extensive assessment of pupils on entry, in line with agreed procedures. Where possible, planned opportunities for physical activities are provided and planning of a high standard guides the teaching and learning across the curriculum. Training has been provided for those who escort the pupils to and from the unit.

STANDARDS

The table summarises inspectors' judgements about how well pupils are achieving in relation to their individual targets.

Progress in:	by Year 6		Key	
English	A		very good	A
mathematics	A		good	B
science	A		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 the great majority of cases pupils attending the unit receive most of their education at their own schools. However, in their sessions at the unit they make very good progress in developing their literacy skills. Pupils in years 2 to 6 work hard in their scheduled reading sessions and develop their speaking, listening, spelling and writing skills very well. They make great use of these in their work on the termly Topics they study at the unit. Similarly pupils make very good progress as they work through their individual mathematics programmes and they show their increasing confidence in their use of numeracy skills within their Topic work. Science is not always a significant aspect of the Topic under study. In the rare case of pupils who receive all their education at the unit, science is taught on a weekly basis and here very good progress is made. Through their Topic work, pupils in every age group develop their knowledge of aspects of history and geography and they improve their design and making skills in art and design and technology. Computers are used confidently for research and to draft and improve written work. Pupils make very good progress in their work in personal, social and health education. In sessions that concentrate on teaching pupils to make sensible choices, to help others and to share, very good progress is made. Pupils also make very good progress towards the targets set for them in their individual education plans. In eight out of ten cases they achieve these within the time set.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the unit	Very good; Pupils enjoy their sessions, try hard and are keen to take part.
Behaviour, in and out of classrooms	Very good; Pupils show increasing ability and willingness to control their impulses, to behave well and to treat others with respect.
Personal development and relationships	Very good; The positive relationships between pupils and those who teach and support them strongly promote pupils' personal development.
Attendance	Satisfactory; Attendance is satisfactory. A few sessions are missed by individuals because of difficulty in providing an escort for the pupil. There are few fixed-term exclusions.

TEACHING AND LEARNING

Teaching of pupils:	
Quality of teaching	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 is, as it was at the time of the last report, a major strength of the provision made by the PRU. Through carefully planned lessons of very high quality, teachers engage the interest and attention of their pupils who have been, in the past and elsewhere, unsuccessful learners. As a result, pupils become attentive, take pride in what they are achieving and make very good progress. Teachers have very good knowledge of what their pupils know, understand and can do and of the difficulties that the pupils experience in controlling their impulses and behaving well. They use this knowledge to plan lessons and learning experiences that provide pupils with the best possible chance to make progress and to reach the individual improvement targets that have been set. The teachers expect their pupils to do well and to make good progress. In the classrooms, the learning support assistants work very effectively with the teachers to enable pupils to fully benefit. They are skilled in the techniques of developing reading, able to step forward to manage the learning of the group when this is necessary and very adept at anticipating and defusing situations that might lead to inattention or poor behaviour. Together with the teachers they provide an excellent model of courteous relationships for their pupils and this is a crucial factor in promoting pupils' social development. Teaching of English is very good; pupils are given carefully planned opportunities to develop their literacy skills and specific help with their difficulties. Teaching in mathematics is of high quality and work is carefully matched to individual requirements. Productive use is made of the incidental opportunities that arise in topic work to apply the numeracy skills that are carefully developed. Little teaching of science was observed but that which was seen was very good. Within the topic sessions, teaching in art, design and technology, geography, history, the use of information and communications technology and personal and social education is consistently very good and occasionally excellent. Teaching is rigorously planned to meet the needs of all pupils including those with special educational needs.

OTHER ASPECTS OF THE UNIT

Aspect	Comment
The quality and range of the curriculum	Very good; The range of learning opportunities is suitable and broad and places a strong, necessary, emphasis on enabling pupils to recognise and deal with their behavioural difficulties. The curriculum fully meets requirements
Provision for pupils with special educational needs	Excellent; Provision made for pupils with statements of special educational needs is of very high quality.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent; there are particular strengths in provision for social and cultural development as was the case at the last inspection.
How well the unit cares for its pupils	Very good; The academic performance and welfare of pupils are thoroughly monitored and pupils are very well supported. Procedures for ensuring good behaviour are excellent and provision to ensure child protection is a strength of the unit.

HOW WELL THE UNIT IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good; the head teacher provides excellent leadership and is very well supported by the centre manager and the staff. Management is very effective.
How well the management committee fulfils its responsibilities	Good; The responsible authority plays a full part in enabling the PRU to do its work effectively and the advisory group to which the head teacher reports is useful in providing a degree of accountability.
The unit's evaluation of its performance	Very good; The PRU has put into place the performance management strategy of the integrated support service and individual targets for teachers have been set. The head teacher and the responsible authority monitor the performance of the unit rigorously.
The strategic use of resources	Very good; Effective use is made of the resources provided and the PRU compares its costs and effectiveness with those of similar units elsewhere so as to ensure that it gives the best value for money.

There are sufficient qualified and experienced teachers and support staff to meet the needs of the pupils and resources are good and support learning well. Accommodation is, however, unsatisfactory.

PARENTS' AND CARERS' VIEWS OF THE UNIT

No parents attended the meeting arranged prior to the inspection to share their views with the Registered Inspector and only two out of forty to whom a questionnaire was sent completed it. It was not, therefore, possible, by these means, to draw any conclusions about parents'

views of the unit. However, scrutiny of the record of parents' comments at review meetings held by the unit, and other written comments, suggests that they are pleased with what it offers to their children and the progress that they make. The inspectors found much evidence to support this positive view. A parent did raise the question of whether enough homework was being given by the unit. The inspectors found that on occasions teachers in the unit do give pupils work to do at home but, because of the part time nature of the provision, inspectors believe that it is not always appropriate for homework to be given except by arrangement with the school in which the pupil is also registered.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The unit's results and pupils' achievements

1. Almost all of the pupils attending the unit receive most of their education at their own schools. However, on rare occasions, when, for example a pupil with a statement of special educational need is excluded from a special school, full time education is offered at the unit until a new school can be found. In their sessions at the unit pupils in both these categories make very good progress overall. There has been consolidation and improvement in pupils' achievement and progress since the last inspection.
2. Attainment overall in English is below average for most pupils in each year but very good progress is made in lessons and during time spent at the unit. Pupils in years 2 to 6 work hard in their scheduled reading sessions and develop their speaking, listening, spelling and writing skills very well. They make great use of these in their work on the termly Topics they study at the unit.
3. Achievement and progress in speaking and listening are very good. Some of the best work in speaking and listening was seen in a group of pupils in years 4 to 6 in which one pupil in particular was very confident and expressive in describing the anger he had once felt when he had broken a clock belonging to his grandmother and the pupils hearing his account listened, actively, and with great attention. In written work around the theme of feeling anger pupils described their feelings in very different ways. One described anger as a feeling of 'being on fire', while another thought it was 'being like a volcano'.
4. Pupils of all standards of attainment make very good progress in reading because of the very good teaching they receive. This is a significant improvement since the last inspection. Higher attaining pupils read texts, such as *Anansi and the Magic Yam* and indicate their understanding by being able to predict what might happen next in the story. Where pupils read independently they are able to correct themselves where they make mistakes. Pupils have a very good understanding of the characters within the story and identify which of these are their favourites. Most were attracted to *Grandpa Chatterji* in the story of the same name.
5. Writing is less well developed as a skill in many pupils but all make at least good progress in this and, for most, progress is very good. For example, pupils in Years 3 and 4 have been taught, and now recognise that, stories are best told in a logical progression and that an interesting beginning will prompt readers to progress through the middle to the end. In a very good lesson they used this knowledge in writing simple stories about a visit they might have made and produced writing that was very good in relation to their prior attainment. Pupils have many opportunities to use writing and develop their skills outside of English lessons.
6. While standards of attainment in mathematics are, in most cases, below average, pupils of all ages make very good progress as they work through their individual mathematics programmes and they show their increasing confidence in their use of numeracy skills within their Topic work. Pupils feel that they can succeed in mathematics. Pupils in year 4, for example, very readily developed their understanding of comparative language for size and moved on to measurement in standard units with confidence. They showed good powers of estimation, knew that centimetres are a convenient standard measure for short lengths whilst metres are more convenient for measuring longer lengths. Year 5 pupils showed that they had grasped the concept of estimation of weight and weighing by

standard units when, in a food technology lesson, they accurately weighed out ingredients in grams.

7. In science standards of attainment are below average in the case of most pupils attending the unit. Science is planned as a significant aspect of some but not all of the topic work that pupils in the unit are offered. When, as is rarely the case, a pupil temporarily receives all of his education in the unit, science is taught on a weekly basis. Science was not a focus of the topics taught at the time of the inspection and it was not possible to make an overall judgement of progress but it was taught as a discrete lesson to pupils registered only at the PRU. Here very good progress is made. For example, in a lesson appropriately based on the National Curriculum for pupils aged up to 7, in which teaching was very good, the correct technical language associated with flotation was learned and the relationship between the size of an object introduced in to water and the amount of water that is displaced was explored.
8. Pupils make very good progress in personal social and health education. Through specific lessons and informal teaching the personal development of pupils is very well promoted. Pupils show by their increasing willingness to share and to help others that this aspect of their learning is effective.
9. Not all aspects of art are taught but the quality of the three dimensional work in, for example, the making of African masks is in line with that expected for pupils in each year group and the progress made by pupils in looking critically at their own work, and constructively at that of other artists is very good.
10. In design and technology pupils make good progress and develop good techniques in manipulating different materials. The achievement and progress of pupils in food technology is very good. They prepare dishes derived from elements of stories they have read. For example, having read the story of Grandpa Chatterji, pupils then made pakoras. Although they had learned it some weeks before, higher attaining pupils could still remember the ingredients they needed in order to make pakoras.
11. In information and communication technology most pupils in each age group reach standards in line with those expected nationally. Their achievement and progress is good. Many pupils confidently access the Internet and use this to extend their knowledge of other subjects, such as geography. All pupils also use interactive CD-ROMs and respond well to the on-screen instructions.
12. Through their Topic work, pupils in every age group, develop their knowledge of aspects of history and geography. Computers are used confidently for research and to draft and improve written work. Pupils' achievements in geography are very good, as is their progress over their time in the PRU. They know and use the eight points of the compass, can locate the positions of the UK and India on a world map and name and locate many countries in Africa and the Caribbean. They are knowledgeable about the climate and vegetation of these countries and they have good knowledge of their cultures. In history, pupils make very good progress to develop a factual understanding of the slave trade and they show in their empathetic responses that they have a deep understanding of the personal suffering and indignities that were the lot of those who were enslaved and transported.
13. Both music and physical education are offered to the pupils but due to the timing of the inspection it was not possible to observe these lessons or to make a judgement about the standards attained or progress made by the pupils.

14. Pupils have individual attainment targets for literacy, numeracy and personal development. Their progress towards achieving these is very good with more than eight out of ten being reached within the time prescribed.

Pupils' attitudes, values and personal development

15. The very good relationships in the unit lead to very good attitudes and behaviour and a virtual absence of oppressive behaviour, a significant improvement compared with the last inspection.
16. Pupils arrive in the unit in transport provided by carefully selected and trained 'guides', whom they know well, and who support the behaviour management policies of the unit. Thus they arrive cheerfully, engage in friendly greetings and play well until the time for the session to start.
17. Once in session they enjoy what they do, listen to their teacher and classroom assistant, and generally conform to instructions and work well. When they are reluctant to conform, they respond well to the behaviour management techniques of the staff, which enable pupils to analyse their own behaviour and decide whether it is appropriate or not. This is reinforced when attitudes and behaviour are recorded at the end of each session. Advice and encouragement are given at the same time. Snacks are provided towards the end of each session and this time is used well for the development of social and other skills. There is no discrete record of racial incidents or bullying, but such rare events are treated as part of the whole behaviour package, which is appropriate for a unit of this type. On rare occasions, pupils are excluded for a very brief period and are reintegrated well, with a discussion involving a parent or carer.
18. In an English lesson when pupils were set the task of writing a short play about a visit to a café. Pupils applied themselves to the task very well, produced results of which they were proud and were happy to share them with others. This showed the very good attitudes to work that the unit strives to develop.
19. Pupils have a very good understanding of the impact of their actions on others and they have great respect for the feelings of fellow pupils and adults on the staff.
20. Pupils take much responsibility for their own work, are expected to work quietly on their own, and in 'choosing time' select and get on with an activity independently.
21. Relationships between staff and pupils are excellent and between pupils very good. The teacher/pupil relationship underpins the whole of the function of the unit, because pupils arrive so often with a need to understand that it is possible for them to change, and excellent relationships are crucial for this.
22. Attendance is satisfactory. The unit's records include as absence occasions when events result in pupils being directed to their mainstream schools instead of the unit. As the pupils are still receiving an education on these occasions it is appropriate that they be added back as attendances. This results in an attendance rate of approximately 90 per cent, often much better than pupils have achieved elsewhere. This is favourably influenced by the provision of transport. Lateness is unusual and usually related to traffic. This rate of attendance is satisfactory in these circumstances. One of the reasons for pupils being redirected to mainstream is the lack of transport or a suitable guide. This has occurred on 29 occasions in the autumn term 2002, despite help from parents and

feeder schools, and is unsatisfactory. There is no reserve bank of drivers or 'guides'. Unauthorised absence is approximately 1.8 per cent. Sessions start on time.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

23. The quality of teaching is, as it was at the time of the last report, a major strength of the provision made by the PRU. At this inspection, however, a far higher proportion of observed lessons was very good than previously reported. Lessons are carefully planned and predominantly of very high quality. As a result teachers succeed in capturing the interest and attention of their pupils. This is all the more remarkable because, in the past, and in their mainstream schools, their pupils have been notably unsuccessful as learners. In lessons at the unit, pupils are attentive, take pride in what they are achieving and make very good progress. Teachers, methodically, set out to discover what their pupils know, understand and can do and the difficulties that they experience in controlling their impulses and behaving well. In the light of this knowledge they offer lessons and learning experiences that provide pupils with the best possible chance to make progress. This enables each pupil to reach the individual improvement targets that have been set. The teachers have high expectations and they are confident that their pupils will do well and to make good progress. In the classrooms, learning support assistants work very effectively with the teachers to enable pupils to fully benefit. They are skilled in the techniques of developing reading, able to step forward to manage the learning of the group when this is necessary and very adept at anticipating and de-fusing situations that might lead to inattention or poor behaviour. Together with the teachers they provide an excellent model of courteous relationships for their pupils and this is a crucial factor in promoting pupils' social development.
24. Teaching in English is very good for pupils across the age range and at all levels of attainment. Because teachers are so proficient at drawing out responses, the pupils achieve very well in the skills of speaking and listening; as a result they make very good progress. For example in discussing the story of "Grandpa Chatterji", pupils show that they have understood what they have heard by summarising the plot and relating its details with great accuracy. They give a very clear personal account of the way in which they regard Grandpa Chatterji and accurately sum up his characteristics. Standards of reading initially reflect pupils' learning experiences in their mainstream schools and are quite varied. However, whatever their prior attainment, all pupils, because of the very good teaching they receive, make progress that is very much better than expected. A strength of the teaching is the skill shown by teachers in accurately assessing pupils' literacy skills and quickly analysing their strengths and weaknesses. They then match the challenge of the work levels they offer to the pupils very well. Teachers enable their pupils to extend their written responses by encouraging them to make use of the very good computer resources to draft and redraft their written work.
25. A further feature of the high quality of English teaching is the encouragement given to pupils to use their writing skills well within other contexts – such as expressing their feelings in personal, social and health education or history lessons or recording what they find in their research using factual texts. All pupils are strongly encouraged to make use of their good access to computers and the World Wide Web to develop their reading skills.
26. Teaching in mathematics, when it is taught formally as a lesson or incidentally within other lessons, is mostly very good and sometimes excellent for pupils in each year group. Pupils' understanding is stretched and they learn very well in response to the carefully planned and interesting work that teachers provide. Because they know their pupils very well teachers plan lessons that build firmly on the pupils' present level of understanding.

27. Pupils respond very well to their lessons in mathematics and develop and retain an increasing knowledge of number facts and the processes and operations that are required for accurate calculation. Teachers provide their pupils with individual mathematics packs that are carefully tailored to their needs. The level of challenge within these is sufficient to ensure that pupils make progress but also to ensure that they experience the pleasure of success. The teaching of mathematics offered to pupils with a statement of special educational need is of particularly high quality. Very good use is made of practical activity to introduce and reinforce concepts such as time, weight and capacity. There is detailed and careful planning for the teaching of science but at the time of the inspection science was not a focus of the topics being taught. For those who receive all their education in the unit, however, science is taught as part of the weekly lesson programme. Where such a lesson was observed the standard of teaching was very good; clear, attainable targets were set and simple equipment was used to enhance learning with practical investigative activity. The teacher showed how well the pupil's level of understanding was known by making the investigation into a story. Questioning to discover what the pupil had learned was very well conducted and extended the enquiry process significantly. It became clear from pupil responses that as a result of the lesson real learning had taken place.
28. Teaching in personal social and health education is of high quality. Through well planned sessions in which pupils can 'choose an activity' those who have, in other contexts, found it hard to get on with others, are encouraged to play together. The personal development of pupils is very well promoted through the teaching style adopted by all teachers. Pupils are constantly challenged to improve their behaviour or work by adept questioning. At no time do teachers or support staff carry out or complete any task that the pupils could reasonably do for themselves. At their sessional refreshment breaks pupils are encouraged to share the fruit which is on offer as well as take turns in receiving their drinks. At the end of sessions, such as break times or food technology lessons, pupils help with the clearing away and washing of dishes.
29. In other subjects teaching was consistently of high quality. History teaching has made an evident impact that is clear from the impressive written responses that have arisen from work on the slave trade. Pupils' work and wall displays also testify to the effectiveness of teaching in geography, although no lessons could be observed during the inspection. Information and communications technology, (ICT), is not taught through discrete lessons but it is used extensively within other subjects. Teachers are rigorous in taking these opportunities to develop and extend the knowledge and skills of their pupils. Very good teaching in design and technology ensures that pupils become conscious of good hygiene practice. All pupils knew without any prompting that they needed to wash their hands before handling food. In some topic work, design and technology merges with art and design, as for example in sessions on mask making on the topic of West Africa and the Caribbean. Teaching in art is very good; pupils are encouraged to research using the Internet to find authentic designs from other cultures and to reflect on their own work and that of others in a process of appreciation and positive evaluation. It was not possible to observe teaching in music or in physical education or to make a judgement about its quality.

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

30. The curriculum and other opportunities offered to pupils are very good. They include most National Curriculum subjects and continue to maintain a clear focus on literacy and behaviour. Music and physical education, which are not formally timetabled for part time pupils are covered by the mainstream schools. Timetabling of pupils' attendance at the PRU takes this into account to ensure they receive their entitlement in their mainstream school. Provision for pupils receiving full time education at the PRU fully complies with statutory requirements. The curriculum provided for pupils in full time education at the PRU is excellent. The unit has very successfully adapted the National Literacy and Numeracy Strategies to the benefit of the pupils. The curriculum offered by the PRU works very well with that offered in the pupils' mainstream schools; it complements and extends their work. Provision for pupils' personal development is excellent.
31. The breadth and balance of the curriculum is very good. It combines very well the need to address pupils' emotional and behavioural difficulties with the need to improve literacy and numeracy skills. Pupils' records and reports for both present and past work show that the balance of subjects varies according to the needs of the pupils. At present there is not such an emphasis on numeracy as on literacy and personal development. Records show that this is a valid judgement as pupils' attainment is much higher in numeracy than in literacy, therefore numeracy is covered within the mainstream school to a greater extent than in the PRU. Nevertheless it is often covered in a less formal way, for example within general knowledge and mental arithmetic quizzes. The literacy hour is adapted very well to ensure maximum efficiency of the time pupils have in the PRU, usually two half days a week. Individual reading is emphasised as well as that which occurs within the termly, multi subject topics, such as Grandpa Chatterji or work on Africa and the Caribbean. All other facets of the Literacy Strategy are very well covered, for example, the emphasis on speaking and listening is particularly encouraged, as it is often part of individual targets. Writing is evident, both in original work and redrafting using computers. It is all a natural part of the termly topic. The termly topics are very well planned in all aspects; long, medium and short term plans are of high quality.
32. Provision for pupils with additional special educational needs, for example, pupils who receive full time education within the PRU is excellent. The weekly review ensures that coverage of the National Curriculum occurs and that personal development is monitored and planned for. There is no danger of needs, problems or successes slipping through the net with the excellent system in place. The mix of group work and one to one tuition that is provided ensures needs are met and that full entitlement is provided. This includes physical education.
33. Within the constraints of the PRU the provision of extra-curricular activities is very good. These often involve links with the local community, for example pupils visited Brixton Market where each pupil was given money to buy exotic fruits from countries presently being studied within the African and Caribbean topic.
34. Equality of access and opportunity for all pupils are excellent. The in-depth attention given to each pupil's needs is impressive. Staff, both teachers and learning assistants, understand pupils' needs and abilities very well. They are alert at all times for every opportunity to progress pupils both academically and in their personal development and are very ready to adapt and change plans where appropriate if this will help pupils.
35. The constructiveness of the PRU's relationships with partner institutions is excellent. There are very close links with all pupils' mainstream schools as well as with other professionals. The PRU not only talks with and to mainstream schools about their pupils' needs and progress but it also supports those schools in their work with referred pupils

and with advice requested by the school on linked matters. For example, one school has had support with the management of a very difficult class that was causing it problems.

36. Provision for pupils' spiritual, moral, social and cultural development is excellent. Provision for spiritual and moral development is very good, whilst that for social and cultural, especially multi cultural, is excellent. The organisation of termly topics, such as Grandpa Chatterji, includes many and varied opportunities to include these areas. Moments within the story, such as Grandpa Chatterji seeing poppies blooming in a field out of season 'in his mind's eye' and the precious items carried in the pockets of his bedding roll provide very good moments of real spirituality, which are appreciated in their own way by the pupils. Pupils' moral and social development underpins the work of the PRU and the success of this is evident throughout both sites at all times. Pupils have learnt to help each other and provide encouragement. They are also learning to share and take turns in a way that they would not have understood on arrival; it is possible to pick out those pupils who are near the end of their time at the PRU and those who have attended for only a matter of weeks. The provision for cultural development, including multi-cultural, is truly excellent. It pervades both sites of the PRU, celebrating the ethnicity of all the pupils and the area in which they live in such a positive and natural way. Displays of pupils' work leap out at you as soon as you enter either site and illustrate the high quality of work, both academic and personal, that is delivered through the very good curriculum.

HOW WELL DOES THE UNIT CARE FOR ITS PUPILS?

37. The unit cares very well for its pupils, as it did at the last inspection. Both the monitoring of pupils' academic performance and personal development and the guidance that follows are very good.
38. There is a very safe environment for pupils. There are very good health and safety practices, with well thought-out risk assessments, and there is also very good attention to child protection. All staff have been well trained in Child protection issues. There are good practices to ensure that external visits are safe.
39. There are good procedures to ensure good attendance, including telephone calls to homes and a good relationship with the Education Welfare Officer, although the most effective is creating places where the pupils want to be. The registers record reasons for all pupils who do not attend the unit, but do not record any follow-up to comments such as 'not at home'.
40. There are excellent procedures for achieving good behaviour. Teaching staff work as a team to devise the most effective approaches to behaviour management. The essence of their approach is to engage with pupils to ensure that they feel that they are liked and respected and from there to encourage them to be able to rely on themselves and hence believe in their ability to change. Talking about feelings is encouraged, which then enables pupils to reflect upon past actions and deduce the feelings of others. The practices are continuously under review as staff analyse the success of what they are doing, for instance the next session will be upon the handling of pupils. Oppressive behaviour is dealt with naturally and very successfully within the overall behaviour policy.
41. The procedures for the personal development of pupils are very good. This is recorded at the end of each session and is valuable for the detection of trends. Qualities such as 'independence' are included. Each pupil's development is discussed at the end of each session.

42. Procedures for assessing pupils' achievements and progress are very good. All pupils have Individual Education Plans (IEPs) drawn up in conjunction with their mainstream school. Individual targets for achievement within the PRU are highly appropriate. They are often displayed within the classroom and are used very well within lessons. They are specific, measurable, achievable and relevant.
43. The use of assessment to inform curricular planning is very good, it is used very well within lessons and very informative records are written after every lesson. Lesson planning includes learning outcomes and is particularly good and relevant where pupils are in full time education at the PRU. Learning targets for lessons are closely linked to pupils' targets and IEPs.
44. Procedures for monitoring and supporting pupils' academic progress are very good. Documentation is very good with clear evidence given for whether targets have been met. Procedures for monitoring and supporting pupils' personal development are also very good. Pupils are frequently made aware of their success and improvement and it is possible to see them grow in confidence within lessons as a result of this continuous assessment.
45. There is now a very good system of formal baseline assessment which is used well. This is a great improvement since the last inspection when the development of this was a key issue. Each pupil has a termly review meeting where their progress is formally assessed and this includes reports/comments by parents, the mainstream school and other involved professionals. Pupils who receive full time education at the PRU are the subject of a weekly meeting of all those involved in their teaching. This ensures continuity for the pupils and is excellent practice.

HOW WELL DOES THE UNIT WORK IN PARTNERSHIP WITH PARENTS?

46. Parents have favourable views of the unit and often report improvements in their children's behaviour at home as a result of their time at the unit. Sometimes they are apprehensive that the benefits will be lost on the return to mainstream schools. No analysis of parents' views is possible because only two questionnaires were returned.
47. The unit provides very good information to parents. At the end of each term comprehensive written and verbal reports are made. The written report starts with a record of the pupil's targets followed by a detailed report on how the pupil has been managed and how well the targets have been achieved. There may be some comment on the appropriateness of the placement and all achievements whether or not related to targets are praised. Future targets and agreed actions are recorded, and the pupil is invited in at the end to hear what the adults have been talking about.
48. In addition, information is often sent home in the form of the day's achievements or other information is communicated by telephone, with care being taken to give a balanced view of achievements and problems.
49. The induction process for new pupils is comprehensive. Parents are invited to read the referral form, give permission for their child to go on local visits and hear how the unit operates. The pupil and the parents are invited to give their views and their opinions and needs recorded. Every family is given equal access to the information, whether the problem is one of language, of disability, or related to the separation of partners. If parental views are negative staff will work very closely with parents until the benefits of

the unit are seen to be coming through. Negative views of mainstream feeder schools are countered prudently.

50. Parental support is sought for the encouragement of their children to value the placement, but otherwise parental support is expected to remain with the mainstream school.

HOW WELL IS THE UNIT LED AND MANAGED?

51. The head teacher is an excellent leader who enables the staff of the PRU to provide a very effective service to pupils. In the last report it was noted that leadership and management was a strength, senior management provided a clear direction for the PRU's development. There was effective delegation of responsibilities of which staff were fully aware and which they carried out well. That leadership promoted high standards and an excellent ethos.
52. Since that time the PRU has not only sustained the high standards reported but has further developed these. As a consequence the PRU continues to provide high standards of teaching and assists pupils in the management of their behaviour and successful reintegration to their mainstream school.
53. Particular strengths of the leadership are that the head teacher has created a cohesive though disparate team of professionals who work very hard, and successfully, at addressing the needs of pupils. To achieve this she has delegated key responsibilities at every level and empowered staff in their work. This has resulted in high quality teamwork, which has a significant impact on the quality of provision for pupils. Schools, who call on the service of the PRU, speak highly of the outcomes that enable them to successfully reintegrate their pupils to school life and learning. The head teacher has nurtured a culture in which staff share ideas, expertise and practice in open forums. This has resulted in consistent practice in the high standard of teaching.
54. The management, through the local advisory group, has established clear aims for the work of the PRU. These guide the work of all staff and the result of this is that they work with a common purpose. The commitment of staff which underpins their work is very high. They are often called upon to show very high levels of professionalism in the face of challenging circumstances – these are managed with clearly established guidelines and expectations that bring about a consistency of practice. The potential for further development is considerable, though the rate at which this might be achieved could be slower because of the already high standards of provision.
55. The local authority is effective in its policy direction for the PRU and has provided rigorous criteria against which it judges the work done. There are individual members of this group who liaise well with the Centre and who perform the role of critical friends. This group requires the head teacher to provide frequent reports about the work done by the PRU. The quality of these is very good and they enable the advisory group to form an objective view about the overall performance of the PRU.
56. In order to provide these reports the head teacher has put in place very effective monitoring procedures. Some of the information in these is derived from very good performance management procedures, while other information comes from consistent monitoring of aspects such as pupil attendance and budget spending. Despite managing a provision in which buildings are separated by a distance of five miles the head teacher knows considerable detail about the activity of each centre. This comes in part from the

information provided by the centre manager who offers very good support as a member of the senior management team.

57. There is a weakness in the provision for the induction of new teachers. Currently there is no formal process through which staff new to the PRU are informed about its philosophy and practice or where this sits within the wider local authority provision. Although staff turnover is relatively low (two in the last two years) the introduction of newcomers to the PRU could be more effective. Discussion with new staff indicates they are happy with their introduction to the school and they point to the effective teamwork by staff as the reason for this. It is clear there is good practice in this regard but there remains a need to formalise this. The head teacher has already recognised this weakness and has the matter in hand.
58. The performance management of teachers is excellent and has resulted in raising the standard of teaching as well as the involvement of all support staff. Documentation to support this is rigorous and thorough; it results in the identification of high quality objectives for staff development and practice. As part of their work staff also provide training for teachers and support staff in other schools. A recent example was the provision, by the head teacher of the PRU, of training for the Advanced Diploma in SEN, in conjunction with the educational psychology service.
59. The day-to-day administration of the PRU is very good. There are very rigorous procedures for monitoring expenditure and these underpin the work towards the objectives of the development plan. Up to date financial information is readily available through the service provided by the local authority and this enables both the head teacher and advisory group to ensure that financial resources are used appropriately. The authority has also provided a recent financial audit that did not identify any recommendations to alter current financial practices.
60. There are sufficient staff at the PRU and their expertise is such that all the learning needs of the pupils are served very well. In addition to teachers the centre also has a sufficient number of learning support assistants. These provide high quality support to individuals and groups of pupils. They are well deployed by staff and this ensures they work efficiently. The team spirit of the staff is such that many of them perform a variety of roles, for example, LSA's also provide an escort function for pupils returning to their school at the end of each session.
61. The accommodation is unsatisfactory. The PRU is located on two sites, some five miles apart. This results in inefficient use of staff time when they are obliged to travel between these and it also makes meetings of the whole staff logistically difficult. Every available cubic inch of the provision is used to its maximum potential and in many instances rooms have a range of different purposes. For example, a single cramped room within the hatted accommodation of the Elsley Centre serves as an administration office, head of centre office, staffroom and provides accommodation for the multi-disciplinary team members. It also has the sink which provides the only hot water for pupils to wash up dishes used in food technology lessons. There is no accommodation where visitors can be received or in which confidential discussions can be held. Such unsatisfactory accommodation has health and safety implications for the staff who work within the PRU.
62. The facilities at the Ronald Ross location are slightly better but these remain unsatisfactory. This provision is located within a host primary school. The office used by the PRU head teacher is on a different floor to that of the teaching areas. Whilst classrooms are also large the area provided for staff is located within a large corridor

area. In this area they prepare teaching materials, engage pupils in additional or quiet learning activities and prepare refreshments for themselves and visitors.

63. The strength of the accommodation is that teaching areas are large and these allow different methods of both teaching and learning. It is to the credit of staff that they have made these attractive and stimulating areas in which pupils feel motivated to learn.
64. Externally, at the Elsley Centre, the play areas for pupils are unsatisfactory. These are unstimulating and offer pupils little opportunity for imaginative play. The school suffers recurrent vandalism and efforts by staff to improve the facilities have proved fruitless. At the Ronald Ross site better facilities are shared with the host primary school. While this school is generous in its relationships with the PRU there are inevitably conflicts of timing when PRU pupils may need to use the play facilities.
65. Resources for learning are good. This has been achieved through the good husbanding of resources and ensuring that these support the planned learning. There is a very good range of reading material and much of this is directed appropriately at supporting the multi-ethnic nature of the pupil roll. ICT is used well by pupils, for example, in preparing their work for wall display and for drafting and re-drafting English work. There is also a very good range of interactive CD-ROMs which teachers use well to extend or consolidate pupils' learning.
66. The head teacher and senior management tightly control costs at the PRU. The PRU is a member of the London Region SEN project. One purpose of this group is to compile data that would enable accurate comparison of costs. Currently there is insufficient data for this investigation. In the interim the head teacher has formulated accurate costings of pupil placements and compared these to known figures from adjoining authorities. When considering the high quality teaching that takes place resulting in very effective learning by pupils, the success rate in preventing exclusion from mainstream school, the excellent management of the provision and the very good expertise of all staff the PRU provides excellent value for money.

WHAT SHOULD THE UNIT DO TO IMPROVE FURTHER?

67. In order to further improve the very good provision the PRU makes, the appropriate authority should:

- Take steps to improve the accommodation provided for the unit so that staff have sufficient room to prepare their work and take breaks in reasonable comfort. A room should be provided in which meetings can be held in confidence when required. The play space provided for pupils should more closely match their requirements and the policy of siting the unit at two centres should be reconsidered since travelling between these leads to inefficient use of staff time. (Paragraph numbers 62, 63 and 65).

In addition to the key issues above, the head teacher of the PRU, together with the local education authority may wish to consider the following minor matter when drawing up its action plan:

- Improve the arrangements by which pupils are escorted to the centre from their mainstream school, since on a significant number of occasions pupils have missed sessions to which they were entitled because a guide was not available. (Paragraph number 22).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	19
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
Number	2	15	2	0	0	0	0
Percentage	11	79	10	0	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than five percentage points.

Information about the unit's pupils

Pupils on the unit's roll	No of pupils
Number of pupils on the unit's roll	38

Special educational needs	No of pupils
Number of pupils with statements of special educational needs	1
Number of pupils on the unit's special educational needs register	38

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

Attendance

Authorised absence

	%
Unit data	24*

Unauthorised absence

	%
Unit data	2

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

* In more than half of these absences, the pupil concerned was in attendance at the school in which he or she is registered but unable for logistic reasons to attend the unit as scheduled.

Attainment at the end of Key Stage 1 and Key Stage 2

Pupils enter the unit with levels of attainment that vary between well below average and well above average in English and mathematics. Their personal development skills are uniformly low on entry. They have temporary and part-time attendance at the unit and while they are there they begin to make progress at a greater rate than they have previously. It is not possible to attribute all gains in learning to the intervention of the unit but it is clear that the unit makes a significant contribution to pupils' progress.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	20	1	0
White – Irish	1	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	7	0	0
Black or Black British – African	5	0	0
Black or Black British – any other Black background	1	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Financial information

Qualified teachers and classes: Y2– Y6

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	6.3

FTE means full-time equivalent.

Education support staff: Y2– Y6

Financial year	2001/2002
----------------	-----------

	£
Total income	491,890.00
Total expenditure	508,255.00*
Expenditure per pupil	7,059.00

Total number of education support staff	3
Total aggregate hours worked per week	57

Balance brought forward from previous year	-
Balance carried forward to next year	-

* *Overspend on business rates was £13,500 and on travel was £1,638.*

Recruitment of teachers

Number of teachers who left the unit during the last two years	2
Number of teachers appointed to the unit during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Summary of parents' and carers' responses

Too few parents completed questionnaires for their views to be held as representative. No parents attended the pre-inspection meeting with the registered inspector. The views of parents expressed in their contributions to review meetings were taken into account. These were positive and supportive. A parent raised the question of whether enough homework was given by the unit. The inspector found that the unit worked well in conjunction with the schools in which pupils were also registered to ensure that, where appropriate, pupils had work to do at home.