

INSPECTION REPORT

LATIMER EDUCATION CENTRE

PUPIL REFERRAL UNIT

Kensington and Chelsea, London

LEA area: Kensington and Chelsea

Unique reference number: 100476

Head teacher: Marion Michaud

Reporting inspector: Michael McDowell
1405

Dates of inspection: 19th - 22nd May 2003

Inspection number: 249484

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

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INFORMATION ABOUT THE UNIT

Type of school:	Pupil referral unit
School category:	Pupil referral unit
Age range of pupils:	4 to 16 years
Gender of pupils:	Mixed
Unit address:	Latimer Building 194 Freston Road London
Postcode:	W10 6TT
Telephone number:	020 7938 8100/8120
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Appropriate authority:	Kensington and Chelsea Local Education Authority
Name of responsible officer	George Crosbie (Head of Pupil Support Service)
Date of previous inspection:	March 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1405	Michael McDowell	Registered inspector	Special educational needs, mathematics, religious education, vocational studies	What sort of unit is it? How high are standards? How well are the pupils taught? How well is the unit led and managed? What should the unit do to improve further?
19680	Elizabeth Jay	Lay inspector		How well does the unit care for its pupils? How well does the unit work in partnership with parents?
23549	Colette Gribble	Team inspector	English as an additional language, English, music, citizenship	
19946	Roger Baker	Team inspector	Science, information and communications technology, modern foreign language, physical education	
22948	Mary Vallis	Team inspector	Art, design and technology, geography, history, personal, social and health education	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE UNIT

Latimer Education Centre pupil referral unit in the Royal Borough of Kensington provides part-time or full-time education to boys and girls aged between 4 and 16. There are 72 pupils - 47 boys and 25 girls. Fourteen of these are registered both at the unit and at their own schools. Pupils attend because they have been excluded from their schools either permanently or for a fixed term or to lessen the likelihood of future exclusion. Others are on roll because they are new to the area and a school place has not yet been found for them. Provision is also made for pupils who are awaiting placement elsewhere, or who cannot attend school for medical, social or psychological reasons. Pregnant schoolgirls sometimes attend the centre instead of their school. Amongst the pupils are some who are undergoing assessment for statements of special educational needs. The ethnic background of pupils is varied. The largest group is White, from the United Kingdom, Ireland or Europe. There is a significant number of Black pupils from African or Caribbean backgrounds and a slightly smaller group who are of mixed race. There is small number of Asian pupils and four pupils who are refugees. The home languages spoken by some pupils, as well as English, include Arabic, Portuguese and Amharic. Twenty-seven pupils have more significant special educational needs (SEN) and fifteen of these have statements of SEN, chiefly because of behavioural, emotional and social difficulties. Pupils enter with a wide range of attainments but generally, because they have been experiencing difficulties in their schools or have missed a lot of schooling, their attainments are below average in key areas.

HOW GOOD THE UNIT IS

Latimer Education Centre is very effective in enabling its pupils to re-engage with education and achieve as much as they can. It is very well led and managed, teaching is of high quality and it gives very good value for money.

What the unit does well

- Teaching and learning are of very high quality
- Relationships between teachers and other adults and their pupils are excellent
- The head teacher provides excellent leadership and the unit is very well managed
- Those with leadership roles in the curriculum, or with special responsibilities for significant aspects of the work of the unit, carry these out very well
- The aims of the unit are fully reflected in its work
- Pupils are given excellent personal guidance and support
- Provision for personal development is very good
- The curriculum is very good

What could be improved

- The opportunities for pupils who are ready to move into mainstream or special education

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

HOW THE UNIT HAS IMPROVED SINCE ITS LAST INSPECTION

The unit has improved well since the last inspection; the quality of leadership, teaching and learning and the curriculum are all significantly better. The difficulty in enabling pupils who are ready, to move on from the unit to school, that was noted at the last inspection, remains.

STANDARDS

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

Progress in:	by Year 9	by Year 11	Key	
English	B	A	very good	A
mathematics	A	A	good	B
science	B	A	satisfactory	C
personal, social and health education	A	A	unsatisfactory	D
other personal targets set at annual reviews or in IEPs*	B	B	poor	E

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

While attainments in English, mathematics science and most other subjects are below average, pupils make significant progress and achieve very well. Those of primary school age, who have not been permanently excluded, and attend the unit part time, make good progress, overall. They begin to make up ground they have previously lost in English, mathematics and science. They also develop their social and learning skills well. Secondary age pupils make good or very good progress. By the end of Year 9 most have substantially improved their attainments. Pupils who finish their education at the unit gain creditable success in external examinations; their achievement is very good. Pupils with special educational needs also achieve very well. In English, pupils achieve well by Year 9 and very well by Year 11. They improve their literacy skills and reach the individual targets set for them in reading, spelling and writing. They use their developing literacy to help with their learning in other subjects. A minority works in English at a level appropriate to their age. In mathematics, progress is very good across the age range. By Year 6, gaps in prior learning are successfully being filled and pupils' confidence that they will succeed in mathematics lessons has grown. By Year 9 pupils are taking pride in their work and striving for accuracy. By Year 11 pupils are well prepared for the examinations in mathematics in which they are entered. Pupils achieve well in relation to their capabilities in science and make significant progress. Progress is good by Year 6 in the science related to their topic work. Pupils in years 7, 8 and 9 also make good progress in all aspects of science. Pupils in Year 11 recall their previous learning and are well placed to pass the examinations for which they are entered. Their achievement is very good. There are higher standards in art than in other subjects. Pupils achieve standards in line with national expectations in many cases. In humanities, (history and geography), information and communication technology and physical activities pupils achieve well. In citizenship, pupils of secondary age make good progress. Pupils make very good progress in personal social and health education and this contributes a great deal to their personal development. Pupils achieve the personal targets that are set for them in individual plans.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the unit	Good: Most pupils are extremely appreciative of the opportunity to succeed in education that the centre provides.
Behaviour, in and out of classrooms	Satisfactory: Especially in lessons, pupils behave well. Despite their casual demeanour they pay attention, answer and ask relevant questions and take pride in their work. The building and displays of pupils' work are respected and undamaged. A small number, however, cannot sustain good behaviour when visiting outside facilities. The number of fixed term exclusions is falling.
Personal development and relationships	Very good: Relationships between pupils and adults are excellent and this provides a firm foundation for learning and personal development. Older pupils show their increasingly mature attitudes by attending the revision classes provided by the unit during examination study leave and by turning up to take the

	examinations in which they have been entered. Relationships between pupils are good.
Attendance	Unsatisfactory ; while pupils attend at Latimer more frequently than they did at school, a minority still, occasionally, fails to attend without good reason.

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.

Teachers have very high expectations of their pupils, set challenging work and make effective use of the time and resources available. They have good knowledge of the subjects that they teach and are fully aware of the individual learning needs of their pupils. Lessons are very well planned and taught so that pupils behave appropriately in the classroom and are given every chance to achieve as much as possible. Pupils respond well to their teachers and value their good opinion. The positive relationships between the pupils and the adults in the centre are a major factor in ensuring that very good learning takes place and full use is made of the educational opportunities provided. Teachers are skilled and diligent in assessing their pupils' work. They make sure that those they teach are aware of how well they have achieved and what they need to do if they are to improve their performance. Pupils' development of independent learning skills is encouraged by homework, which is given out regularly and carefully marked. Teachers in subjects across the curriculum take opportunities to help pupils to practise and improve their reading and spelling. Teaching in English is of high quality; the literacy skills of pupils in the junior class are soundly developed while pupils in the secondary classes are taught very well. Across the age range, pupils of all abilities are taught mathematics very effectively. Science is taught well. The quality of teaching in art is consistently very high as is that in personal social and health education. Teaching is good in information and communication technology and humanities and, overall, the teaching and training given in physical activities is of good quality.

OTHER ASPECTS OF THE UNIT

Aspect	Comment
The quality and range of the curriculum	Very good: Pupils of all ages are provided with a broad range of relevant opportunities for learning and personal development. It is a particular strength that those who complete their education at the unit are prepared and entered for numerous nationally recognised examinations. Skills in literacy and numeracy are effectively supported and developed. All pupils, including those with special educational needs are given access to a range of learning experiences that are suitable and relevant to them.
Provision for pupils with special educational needs	Good: Pupils individual learning needs are known and pupils with statements are given specific support. All pupils, including those with special educational needs, are given access to suitable and relevant learning experiences.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good: There is a broad range of relevant opportunities for learning and personal development. Social development is enhanced by the high quality relationships between the staff and pupils. The importance of appropriate behaviour is consistently emphasised to enable pupils to sort out right from wrong and consider the effects of their actions on others. Provision for spiritual development is very good. The development of pupils' awareness of their own and other cultures is strongly supported. It is a slight weakness in the provision that music is not taught and does not feature very much in the day to day life of the unit.
How well the unit cares for	Very good: There are clear procedures for ensuring the welfare and protection of

its pupils	pupils and these are known to all of the staff. The pupils are given a great deal of support to ensure that they benefit from the education provided. The unit has good procedures to monitor and encourage attendance. Pupils have personal targets to help them improve their attitudes and behaviour and their progress towards reaching these is carefully checked. Teachers are well informed about what their pupils know understand and can do and they use this knowledge to ensure that the lessons that they offer are challenging. The unit meets the learning needs of pupils with special educational needs in those subjects it is able to offer.
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The unit keeps in contact with parents. Written reports are sent home regularly. Parents are invited to review meetings and most attend these. Those who completed the questionnaire or attended the pre-inspection meeting were pleased with the efforts the unit was making for their children.

HOW WELL THE UNIT IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Very good: all those who work at the unit share the strong commitment of the head teacher to provide pupils with the best possible educational opportunities. The head teacher is tireless in her efforts to ensure that pupils are given the chance to succeed as learners and to complete their education. Her leadership is excellent and its effectiveness is apparent in the results that the unit achieves. Those who have responsibility for aspects of the unit's work or for subjects of the curriculum carry these out very well. The unit is very well managed and the administrative arrangements that underpin its smooth running on a day to day basis are highly effective.
How well the management committee fulfils its responsibilities	Satisfactory: The LEA has put in place policies for educating pupils otherwise than in school and for what they should be taught. It has set up a management committee to help in overseeing the work of the unit. However it does not ensure that pupils who should return to mainstream education always do so. Pupils with statements are at the unit for far too long.
The unit's evaluation of its performance	Good: The unit implements a performance management strategy. This is thorough and in line with requirements. The head teacher monitors the quality of teaching.
The strategic use of resources	Good: The LEA retains control of the bulk of the unit's financial resources and proposals for the unit's development and improvement are incorporated into an overall service development plan. The unit makes effective use of that proportion of its finances that it controls. The LEA has conducted a review to ensure that the unit is effective and efficient in comparison with similar provision elsewhere. It is aware that its failure to successfully move pupils back into school or into special education after a stay of one or two terms at the PRU is a shortcoming that prevents full value being obtained for the resources it invests.

There is sufficient staff to meet the needs of the pupils and the requirements of the curriculum. Accommodation at the main centre is good and that in the other teaching bases is satisfactory. The unit has good resources and makes effective use of these.

PARENTS' AND CARERS' VIEWS OF THE UNIT

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That good teaching has improved their children's behaviour and attitudes • That the unit expects their children to do try hard and do well • That their children are becoming more mature and responsible 	<p>A minority of parents believe that:</p> <ul style="list-style-type: none"> • Their children dislike school • There is insufficient homework and things to do outside of the classroom • That the unit does not involve them sufficiently and

• That the unit is led and managed well	keep them well enough informed
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The inspectors agree with the positive comments made by parents. They do not, however, agree that there is insufficient homework or out of class activity. The unit provides well in these areas. Neither do they agree that the pupils to whom they talked disliked school. The unit was judged to take all reasonable steps to work closely with parents and to keep them informed about their children's progress.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The unit's results and pupils' achievements

1. Pupils' achievement, by the age of 16, is very good - a significant improvement since the last inspection. Across the age range, pupils entering the unit have been unsuccessful in schools and their educational experience is partial and fragmentary. Their attainments in English, mathematics science and most other subjects are below average. However, those who make regular attendance, either part time or full time, begin to make up the ground they have lost in English, mathematics and science. They also develop their social and learning skills well. Where it is possible to find places, pupils up to the end of Year 6 are returned to education in schools, mainstream or special. It is increasingly difficult to find mainstream places for pupils who attend the unit in years 7, 8 and 9 but every effort is made to do this, where, as is the case in most instances, the improvements made by the pupil warrant it. By the end of Year 9 most pupils have improved their attainments significantly. Pupils who finish their education at the unit gain success in externally accredited examinations; their achievement is very good. Pupils with special educational needs also achieve very well, while almost all pupils achieve the targets that are set for them in their individual plans.
2. In English pupils make good progress in the junior class and in years 7,8 and 9 of the secondary phase. They improve their literacy skills and reach the individual targets set for them in reading, spelling and writing. Pupils in the junior class consolidate their reading writing and spelling skills and make good efforts to stick to the tasks that are set. They use their developing literacy to help with their learning more generally. For example, in a mathematics lesson, pupils from Year 3 and Year 6, who were playing a complicated board game, read the rules of play aloud and clearly understood these. By Year 9, in their work in language and literature, pupils showed, in their oral and written responses within lessons, that they have a sound grasp of the layers of meaning within the poetry they read, and an accurate understanding of the use that a poet makes of language to convey several related ideas simultaneously. Their annotation skills are developing well and they understand terms such as alliteration or assonance and identify examples of these in text. A minority of them work in English at a level appropriate to their age and all have made significant gains over time. By age 16 pupils achievement is very good. Those who attend the unit for the last two years of schooling make accelerated progress. In the General Certificate of Secondary Education (GCSE), examinations in 2002, 19 pupils were entered for English and all received a grade between A* and F. Three attained grade C or higher. In literature for which 7 pupils were entered all received a grade and three attained grade C or above.
3. Pupils achieve much more in mathematics than their record in the subject prior to attending the unit would suggest as likely. Their progress, particularly in their final two years of education is very good. Those in the junior class begin to reinforce and extend what they have learned during their school attendance and to develop a more coherent understanding. Gaps in their knowledge and skills are filled in and their confidence that they will succeed in mathematics lessons grows. In oral sessions pupils in Year 3 and Year 6, for example, resolved simple addition and subtraction problems in their heads, showed that they understood what was meant by fractions such as a half, a quarter or a third and how these could be added to give a solution involving a whole number. By Year 9 pupils, who despite the apparent casualness of their demeanour in class, clearly take pride in their work. Their attainment is generally below the average for their age but they are learning very well. In, for example, a very good lesson on angles and measurement

of turn, pupils in Year 9 swiftly came to understand conventional notation for angles, to properly use the terms “reflex”, “acute” and “obtuse” and make accurate use of instruments to measure given angles. Pupils are by Year 11 well prepared for the examinations in mathematics in which they are entered. Last year 20 pupils took the GCSE examination. All attained a grade and four gained grades between A* and C.

4. Attainment in science is below national averages but by Year 11 pupils mostly go on to take GCSE examinations. In the last year for which results are available, 2002, 13 pupils were entered for science single award and all gained a grade. Two pupils gained grades between A* and C. In addition three pupils were entered for science double award; all gained grades with two gaining grades between A* and C. Pupils achieve well in relation to their aptitudes and make significant progress. The progress of the pupils in the junior class is good. In a recent project on animals these pupils gained a good understanding of how living things are classified and about the life cycles and habitats. They were confident, for example, in their understanding that all individual animals, including humans, have unique features such as fingerprints. Progress by pupils in years 7, 8 and 9 is also good in all aspects of the National Curriculum programme for science. The resources for the subject are good and facilitate investigative work. Pupils learn the importance of weighing up the evidence and recording data in a manner that facilitates its use. For example, in a unit of work on chemical reactions, pupils in Year 9 considered evidence from accounts of air pollution in London in the 1950s. They also considered the reaction between air and exhaust gases from power stations that might lead to acid rain and deforestation. They represented the factors at work, and effects of these on the environment, diagrammatically, and made good use of this evidence to correctly answer questions. Pupils in Year 11, who were revising for their examinations, showed good recall of a broad range of topics. Their literacy skills were sufficient in most cases to support learning and to enable them to write correctly and spell their answers. For example pupils used and spelled technical terms such as “emphysema” confidently. They were aware of the wide range of hazards to health and safety that arise in the workplace and appeared well placed to pass the examinations in “preparation for working life” or single science for which they were entered.
5. Achievement in art is high. Pupils sometimes achieve standards in line with national expectations. Primary age pupils make good progress in work using a wide range of media. Older pupils produce very good work reflecting strongly what they have learned from the work of artists from a wide range of cultures. Many former pupils have achieved good GCSE grades and those in Year 11 are also on track to do this. They discuss their work with insight and justifiable pride.
6. Geography and history are taught as part of a humanities course and standards of achievement are good. For full time pupils who attend regularly progress is often very good. Pupils in the junior class do topic-based work. They use maps and globes with confidence. The work of pupils in humanities makes a significant contribution to their social and moral development as when, for example, older pupils consider topics such as the distribution of global wealth and fair trade. There are opportunities for pupils to have their work accredited by GCSE examination.
7. In information and communications technology the progress of pupil by Year6 is good. They develop their skills well and soon begin to use software on the unit’s server. They use software to design their own presentations and do this using text and graphics. Pupils researched the reasons why animals have camouflage using both software packages and the Internet. All pupils in years 10 and 11 follow a CLAIT course in ICT. They make good progress. They develop their word processing skills well. By Year 10 or Year 11 they use spreadsheets confidently and use these to save time and effort in

making calculations. Using the data they enter they produce colourful graphs. Pupils are familiar with a desktop publishing package and make full use of a variety of fonts and pictures and images imported from elsewhere to illustrate and enliven text. They also make good use of the unit's digital camera.

8. Pupils benefit from the range of physical activities the centre offers and from local facilities and coaches to improve their fitness and their skill in games and outdoor pursuits. In the sessions it was possible to observe, pupils made good progress in tennis developing their co-ordination and ball skills and in horse riding. The unit runs a Duke of Edinburgh Award scheme that provides opportunities to pupils to undertake outdoor pursuits and to gain recognition for their efforts.
9. Most pupils make very good progress in personal social and health education (PSHE), which is a major component of the unit's work. It promotes the personal development of pupils very effectively. Pupils at the end of Year 9 have their work in PSHE accredited through ASDAN and those in Year 11 take the entry-level GCSE examination. Citizenship has recently been introduced and it is linked to the pupils' work in humanities and PSHE. Pupils attain the specific subject targets that are set for them and make good overall progress.

Pupils' attitudes, values and personal development

10. When pupils enter the unit, many have a history of non-attendance and an attitude hostile to education. These attitudes persist in differing degrees and staff report that, particularly in Key Stage 3, pupils resent not being in mainstream schools. However, in Key Stage 4, pupils settle down to work and to achieve, and their examination results bear this out. Skilled teaching and continuous reminders of the need to achieve raises self-esteem and convinces pupils that they can make a difference to their own lives. Pupils approaching the time to leave reflected on their time in the unit, and a number spoke with deep gratitude for the way the staff had accepted the pupils for what they are. Pupils said that the faith that the teachers have in them has enabled them to break the pattern of non-commitment and has brought hope for their future.
11. Behaviour in classes is usually good and often very good. Although pupils do not always conform to conventional patterns of behaviour, nevertheless learning takes place. Individual pupils, who may be angry and refuse to be part of the class, are, through good teaching, brought back into the activity of the class and make progress. Pupils need considerable support from staff to enable them to work constructively. Many are not yet able to work together, but there were individual instances of their doing so, for example, one pupil helped another with clay modelling, and this help was accepted. Some pupils are learning to use the Internet as part of their work, and beginning to acquire skills as independent learners. Behaviour within the unit is generally good, with pupils talking quietly at the beginning of the day and playing cards at lunchtime. The buildings are well cared for and pupils do not damage the fabric of the unit. The brisk atmosphere, with the focus always on educational achievement, helps pupils concentrate on their work. Pupils, when they are entered for examinations, attend to sit them.
12. Outside the unit, behaviour is more erratic, as many have not yet learned to transfer what they have learned within the unit to behaving in a way that is acceptable outside it. During the extended curriculum, when pupils are engaged in the arranged activity, their behaviour, although not consistent, is usually good. This inability to achieve sustained standards of behaviour restricts the activities that the unit can arrange. However, some pupils are able to behave appropriately and, commendably, have completed the bronze level of the Duke of Edinburgh Award. Parents are particularly appreciative of this

opportunity. They think that behaviour in the unit is good and appreciate the improvement in their children's behaviour since attending the unit.

13. Relationships between staff and pupils are excellent: staff treat pupils with calm good manners and convey their concern for and empathy with them, without losing sight of the high standards of behaviour and educational achievement that they expect. Relationships between pupils are less certain, and can be volatile but most are good. Close supervision of the pupils helps to ensure that any bullying is checked, and any incidents, including the few instances of racial comment, are thoroughly investigated and dealt with. The very good PSHE/Youth Work programme helps pupils to think about relationships and about each other's values, and to respect them.
14. Attendance is unsatisfactory, as it was at the last inspection. Although the attendance rate of individual pupils is very variable, it is often much better than most of the pupils' previous attendance in mainstream schools. This is a major reason in this context for judging attendance to be unsatisfactory rather than poor. Pupils in this unit are not, as in some similar units, brought in by taxi. The attendance rate in the term before the inspection was under seventy percent but this represents an improvement on the previous term. The small number on roll leads to an exaggerated impression when absence is expressed as a percentage. Absence of pupils because the family have left the area without notifying the unit or because pupils have been taken into custody happens quite frequently and is not susceptible to influence from the unit. During this second term, over a fifth of pupils in Key Stage 3 and Key Stage 4 achieved an attendance rate of 90 percent or more of their scheduled sessions. Unauthorised absence, however, remains high. One reason for this is the steadfast refusal of the head teacher to authorise absence on every occasion that she asked to do so by parents. Punctuality also remains a serious problem, with pupils being more than fifteen minutes late on nearly one fifth of attendances. There were eight fixed term exclusions in the previous school year, a considerable decrease since the last inspection.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. The quality of teaching is very good overall; as a result, pupils who, formerly, have been reluctant learners become more committed and more willing to make the effort necessary to ensure that they succeed. This is a substantial improvement since the last inspection. Teachers expect their pupils to make progress. They set work that builds on what their pupils know and can do and that extends this further. This may be at a comparatively low level that, nevertheless, will form an essential starting point for later learning. For example, in a well taught art lesson for Year 10, the encouragement of the teacher and the security of the learning environment prompted a pupil, who had for months refused to join in any activity to respond to the challenge, to start a drawing of a "dream journey". The idea for this theme was a direct result of some recent whole-staff training on the subject of "appreciative enquiry" - asking the right questions. The pupil soon began to derive satisfaction from this task, and the experience of this positive feeling reinforced the likelihood that, in the future, greater efforts would be made. At a significantly higher level, a pupil in Year 9 was carefully led to achieve more than she thought she could and to attain standards appropriate to her age in interpreting the significance of the use of language in a poem. This happened in a very good English lesson in which the teacher's command of the subject made it possible for informative insights to be given with precision. The teacher used questioning with a high degree of skill and sensitivity to steer the pupil to a fuller appreciation of what was required.

16. Across the age range and at each teaching base, teachers make very effective use of the time and resources available. They have very good knowledge of the subjects that they teach and are fully aware of the individual learning needs of their pupils. Lessons are very well planned and taught so that pupils behave appropriately in the classroom and are given every chance to achieve as much as possible. For pupils in the primary phase effective use is made of play as a medium for learning. Teachers and other staff who work within the classroom collaborate well with one another so that support for learning is given where it is most needed. This support is vital for all pupils but especially for those with special educational needs. It makes it possible for them to attend to the lessons, organise other tasks, understand what is required and keep their concentration.
17. Pupils respond well to their teachers and value their good opinion. The positive relationships between pupils and the adults in the centre are a major factor in ensuring that very good learning takes place and full use is made of the educational opportunities provided. Teachers are skilled and diligent in assessing their pupils' work. They make sure that those they teach are aware of how well they have achieved and what they need to do if they are to improve their performance.
18. The development of independent learning skills is encouraged by homework that is given out regularly and carefully marked. To reinforce pupils' determination to complete their homework teachers regularly take the trouble to send it directly to pupils' homes. Teachers take care to convey how much the work produced by the pupils is valued. The positive effects of this are seen in the generally high standard of presentation found in pupils' work. Teachers in subjects across the curriculum take opportunities to help pupils to practice and improve their reading and spelling.
19. English is taught well overall and the development of literacy skills is supported effectively in all subjects. Lessons for pupils of primary age are given to small groups in which individual pupils differ significantly from one another in age and attainment. This limits the possibility for collaborative work and teachers must work individually on most occasions. Teachers build their relationship with pupils effectively, show good knowledge of strengths and weaknesses in learning and manage behaviour successfully. They are good at quickly assessing pupils' performance in the tasks that they set and in helping each to understand how well they have done and what they need to do next. On occasions, however, the reading books set for pupils are too difficult for them and the selection of words set for spelling is somewhat random, and not based on common spelling patterns. Pupils in years 7,8 and 9 are taught very well. Teachers have good knowledge of their subjects and plan their lessons well taking into account what they know about the pupils' knowledge, understanding and skills. The positive relationships that they form with their pupils make it possible for them to motivate learning even when, initially, there might be some reluctance to get down to work. Very good teaching helps to ensure that all pupils in years 10 and 11 have a realistic chance of success in the examinations they take before leaving. Teachers root their lessons firmly in what has been learned previously and lessons frequently start with well-conducted sessions that recapitulate this learning. The skills that pupils will require to succeed in the lesson are made explicit. A particular strength in lessons was the productive use of questioning both to assess pupils understanding and to shape their learning.
20. Teaching in mathematics is very good overall. For pupils of junior school age teachers build confidence by ensuring that there is ready access to number lines and table squares. Good use is made of mathematical games when concepts are being introduced and developed. Pupils in Year 9 receive very good teaching that is carefully targeted to meet their needs. Teachers' files accurately record what each pupil knows and can do. In lessons there is a very good climate for learning and behaviour is carefully managed.

Sessions that review work at the end of lessons are well conducted making effective use of information and communication technology. They drive home what has been learned in the lessons very well. Teaching for pupils in years 10 and 11 is very good and occasionally excellent. Pupils who would not succeed in a conventional setting make good progress. Lessons are well planned and conducted at a high pace. There is great understanding of the pupils' particular ways of learning and a willingness to accommodate these without sacrificing mathematical rigour. The teacher's dialogue with each individual is informed by this very clear understanding. Liaison between teacher and support staff is excellent and ensures pupils receive the support they need. Teachers make very clear to their pupils what they have achieved and what they must do to make further progress.

21. Teaching in science is good. Lessons progress at pace and are well planned and purposeful. Each lesson has clear objectives and pupils are given stimulating and appropriate activities. For pupils of secondary age the good resources of the science room are very well used to promote and reinforce learning. Pupils in the junior class are not taught in the science room and the range of resources for some topics, for example the solar system is limited. This inevitably reduces the impact of their science lessons.
22. There is very good teaching and use of resources in art. This enables primary aged pupils to complete pleasing work experimenting with a wide variety of media to support a number of topics. By age 16 the majority of pupils have responded so well to the high quality of the teaching that they are given that they succeed in gaining grades in the GCSE examinations.
23. In the good teaching of history and geography, (humanities), very good relationships between teachers and pupils can be seen in all lessons. The teachers have high expectations and the work they set is challenging; they make a strong contribution to the continued development of pupils' literacy and numeracy skills.
24. Citizenship is well taught throughout the secondary phase, particularly for pupils in years 10 and 11 where the quality of teaching is very good.
25. In information and communication technology, teaching is good and enables pupils to become more confident users of communication technology, especially computers, to support them in their work.
26. Specialist coaches or experts in their sports at local centres and sports facilities frequently teach the physical activities in which the pupils take part. The standard of coaching is good and the unit staff who accompany pupils support them well.
27. The provision made by the unit for personal social and health education (PSHE), is excellent and, in specific PSHE lessons, the teaching is of high quality. This makes a very significant contribution to pupils' personal development.

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

28. The quality and range of learning opportunities provided by the Unit are very good overall. The curriculum is broad, balanced and challenging and relevant to the needs of individual pupils. It meets fully LEA expectations to provide a curriculum which 'raises standards of achievement and levels of competence for all pupils and prepares them for the opportunities, responsibilities and expectations of adult life.' It has improved significantly

since the previous inspection with more effective subject leadership and very good planning for pupils' equality of access to the same learning opportunities across the three sites. LEA staff work hard to find permanent places for statemented pupils up to Year 10. However, the LEA's inability to always find suitable school provision for pupils with statements of special educational needs, which was identified previously as a key issue, has still not been fully resolved and this is unsatisfactory.

29. The curriculum is firmly based on the National Curriculum although it is not possible to deliver all subjects or all aspects of every subject. Currently design and technology and music are not timetabled but provision for music is highlighted in the school development plan. Closely linking the Unit's curriculum with the National Curriculum gives it familiarity and status to pupils and increases their chance of successful re-integration back into mainstream schools. Realistically this is not possible for all pupils, especially those ending their school careers. This is mainly because of limited secondary provision within the Borough.
30. Provision for the small number of pupils up to Year 6 is good. They usually receive part of their curriculum in their mainstream school and part within the Unit. Provision for pupils up to Years 9 and 11 is very good especially for those pupils who attend full time. This is a Unit whose commitment to high quality learning opportunities can be seen to be effective not only in changing attitudes but in improving attendance for many pupils. It enhances their life chances through providing courses that lead to a wide range of national accreditation including GCSE, ASDAN and CLAIT. 'I used to think that the centre was for stupid kids, kids who didn't know anything, but now I know it's different' said one of the many pupils expressing gratitude for the rich learning opportunities she had encountered.
31. The curriculum is enriched considerably and made challenging by very good extra curricular provision at a number of sites. These additional opportunities, skilfully taught by experts, has a significant impact on pupils' personal and social development, on their fitness and their willingness to try new experiences. This extended programme makes very good use of local and community facilities. Canal Side is the setting for the Duke of Edinburgh award scheme together with residential opportunities elsewhere. Individuals or small groups use a number of venues including Westway for sound engineering, girls' gym, and trampolining or climbing.
32. Personal timetables, which are reviewed regularly, contribute to the excellent equality of opportunity and access to the curriculum that is available to all pupils. Boys and girls of all backgrounds, abilities, aspirations and needs are encouraged to do their best. They are supported and cajoled to do so by a strong team of determined professionals who help to make the contribution of the community to learning very good. This multi-professional team includes teaching and other Unit staff, social, youth and health workers and representatives of the youth justice system. There is excellent support for pupils at risk and sensitive consideration for how and on which site their curriculum should be delivered.
33. Provision for personal, social and health education is excellent. It underpins all that the Unit strives for in helping pupils deal with difficult issues often of a very personal nature. The high quality of the teaching is often enhanced by specialist input, for example for sex or drugs education or the teenage pregnancy project and the very well prepared resources help vulnerable pupils make informed choices. Status is being added to the subject by accreditation through ASDAN or entry level GCSE.

34. The Unit, together with the careers service and Connexions provides very effective training for life beyond school. Pupils are appreciative of the sensitive guidance and practical support that they receive. The positive results of this can be seen in the number of pupils who successfully complete work experience placements and in the high number of pupils who go on to college or directly into employment. Learning within careers lessons is practical including interview preparation, writing a curriculum vitae and learning to budget. Status is given to this work because it leads directly to national accreditation for those who complete the course successfully.
35. The Unit has excellent links with other educational establishments in the Borough. There is high mutual esteem between local schools, colleges and the Unit. This benefits pupils in mainstream who are in danger of exclusion and pupils at the Unit who are looking for re-integration.
36. The unit makes very good provision for pupils' spiritual, moral, social and cultural overall development. This represents very good improvement since the last inspection. In particular, the extended programme provided offers very good opportunities for all pupils to develop their spiritual, moral and social skills. Culturally, pupils are developing good awareness of their own traditions and appreciate the richness and diversity of other cultures.
37. Staff show very good awareness of pupils' individual experiences and beliefs. This promotes an atmosphere of compassion and reflection, enabling pupils to consider their own place in the world. Through the very good opportunities presented in art, literature and citizenship to discuss their opinions and actions lucidly and movingly, pupils demonstrate improved self-images and thirst for knowledge. Extended hikes and camping activities, undertaken as part of the Duke of Edinburgh bronze award, offer very good opportunities to widen spiritual horizons, as pupils work with others less privileged than themselves.
38. Provision throughout the centre is focused on promoting the differences between right and wrong. Pupils are encouraged to develop their understanding of morality, fair play and the concept of honesty as they undertake work in the community. Staff are united in their efforts to demonstrate respect for each other and set very good examples to pupils from the start of each day. Very good behaviour and outstanding achievement is rewarded fairly during breakfast club and assemblies. Pupils show great delight in their awards and this permeates into every aspect of the centre's provision, where the emphasis is on positive behaviour.
39. Through the range of activities provided throughout the centre, there are very good opportunities for pupils to develop their social skills. The essence of centre life is based on community and joint responsibility. Co-operation between pupils and staff is at the heart of the centre's philosophy, and this is established at the initial interview for new pupils and reinforced at every opportunity throughout the school day. In addition, pupils have to practise their social skills when working in the community or living under canvas and during extended walks together.
40. There are good opportunities for pupils to enjoy cultural experiences. Work with the Royal Court Theatre and visiting artists have enhanced this provision, alongside the wide range of literature and texts available, promoting their own and other diverse cultures. National Black African month was condensed into a week as the centre celebrated the richness of this culture. Special assemblies have been held to commemorate events around the world, including the conflict of cultures culminating in the events of September 11th and Remembrance Day. Posters and displays highlight cultural differences and invite pupils

to consider different religions and traditions. However, there are some restrictions on pupils visiting outside school due to lack of transport and the level of supervision required to ensure safety and managing larger groups. There is still good improvement since the last inspection in cultural development.

HOW WELL DOES THE UNIT CARE FOR ITS PUPILS?

41. In the last report the staff were said to know their pupils well and to have a caring approach. The care of pupils is now very good. The staff know their pupils very well and the care, supervision and constant vigilance within a safe environment is of a very high order. There is a nominated person for child protection matters, who has been trained, and this training has been shared with all staff; there is close liaison with the area child protection team. Teachers work closely with members of other professions concerned with these pupils, such as educational welfare officers, social services and the substance abuse worker. Staff are very aware of the particular needs of 'looked after' children. Staff also care for their pupils in a very practical way by providing breakfast, which pupils can purchase.
42. There is an excellent standard of support and guidance for all pupils. Each pupil has an individual education plan and has a key teacher who monitors the pupil's academic and behavioural development. The key teacher takes the daily tutorial period, which concentrates on one academic subject each day of the week, giving pupils the opportunity to revise and catch up on any outstanding work. This teacher also speaks to parents each week to keep them informed of progress and problems. There is a social worker on the staff who counsels some pupils as part of their individual plan, and there is a range of professional help from outside agencies if this is needed. The pupils spoke with appreciation of the advice they had been given by the Connexions service in thinking about future employment, and the practical help given to achieve this. Pupils are followed up after they leave school and are able to come back to receive further help, and some do so. There are very good links with neighbouring schools both before admission to the unit and on reintegration into mainstream schools, to ensure continuity of care and education.
43. There are very good procedures for monitoring the attendance and punctuality of pupils. They sign in each morning and afternoon and accurate records are kept of attendance and punctuality. If a pupil is more than fifteen minutes late, the school office telephones the pupil's home. The unit, rightly, makes it clear to parents that only the unit can authorise absence, and the educational welfare service is frequently involved. Attendance and punctuality rates are included in each review and report, and improving attendance is often included in targets. Great emphasis is laid on the importance of attendance in order to achieve educationally. Merit awards are sometimes given for improved attendance.
44. The monitoring of behaviour is excellent. When pupils join the unit, an assessment is made of pupils' likely risk to themselves and to others, and this assessment is shared with parents. Those considered most at risk are taught separately at a different site until they are judged to be able to join a small group. Staff use a system of credits and debits on a daily basis to monitor pupils' behaviour, and parents are told of these in the weekly telephone calls by key teachers. Serious incidents, including the few in which racist comments are made, are logged and warning letters are sent to parents: three of these warnings in a half term result in a fixed term exclusion.
45. Monitoring of personal development is very good. This is done both informally through detailed knowledge of pupils and of their problems and more formally through the frequent reviews and reports to parents. The very good PSHE programme adds considerably to

the personal development of pupils by giving them an opportunity to explore and discuss the important issues that confront them, and provides a record of their growing understanding of the choices they have and the consequences of their decisions. Those pupils who have reached the necessary level of maturity have the opportunity of work experience. The Records of Achievement, which are formally presented at the Leavers' Day ceremony, summarise the progress and development of pupils.

46. Procedures and practice in assessing pupils' academic progress are very good overall. At the initial interview, staff make a collective and detailed assessment of pupils' skills, attitudes and attainment, which are recorded precisely. Pupils also contribute to their own assessments and have very good awareness of their progress and of areas to target for improvement. There is very good use made of all assessment information to guide curricular planning. For example, when interviewed, pupils' own views and interests are recorded and opportunities are explored in order to extend their learning and also introduce new activities into their timetables.
47. There are good assessment policies in most subjects and in the core subjects, there are very good procedures in place to record progress. Pupils' individual education plans (IEPs) are specific and targets are set in all areas, academically and behaviourally. These are evaluated regularly and new, relevant targets are discussed with their key workers, when appropriate.
48. Teacher's marking is generally thorough and helpful. This is a good improvement since the last inspection. As a result of the thorough attention paid to individual pupil progress, personal and academic progress is very good and sometimes excellent. Regular meetings between staff and pupils ensure that there is very good continuity in monitoring and supporting pupils' academic progress.

HOW WELL DOES THE UNIT WORK IN PARTNERSHIP WITH PARENTS?

49. Thirteen parents returned questionnaires, and six parents attended the pre-inspection meeting. Parents' responses to the questionnaires were positive: all thought the teaching and behaviour in the unit are good, that the unit is well managed and led and that the unit helps their children to become mature and responsible. At the meeting, several parents expressed appreciation for the way in which their children have responded to the unit, and to the progress that they have made. Children who had been excluded or had been non-attenders had started attending the unit and all parents present thought their children's behaviour had improved considerably. Parents thought their children respond to the clear rules and boundaries, and to the progressive behavioural structure. One parent reported that for the first time her child had completed work. Parents appreciate the small classes and praised the extra curricular provision, especially the Duke of Edinburgh award. Parents feel well informed about their children's progress, and appreciate the close contact that the unit maintains with them.
50. The unit makes considerable efforts to involve parents as partners in the education of the pupils, and this dual responsibility for the education and support of pupils is made clear at the initial interview with pupil and parents. A good 'welcoming booklet', gives parents a clear idea of the work of the unit and the standards of behaviour that are expected. The key teacher of the pupil establishes close contact with the parents and speaks to them each week to report progress and, if necessary, to discuss problems that have arisen. Parents are sent copies of merit awards and are telephoned to give information of particular achievements. Parents, including those whose children have special educational needs, attend reviews, and targets are agreed and then reviewed at the next

meeting. In addition, parents receive two very full reports a year which give very good information about the content of the courses that their child is taking and give clear information about what the pupil has achieved and can do. The reports include grades for effort and behaviour and there are details of attendance and punctuality. The reports include straightforward comments about behaviour and attendance when this is necessary. Targets are set which are closely related to the reports.

51. Not all parents are able to support their children, either emotionally or educationally, but some do so, and ask, for example, for homework to be posted to them, so that they are aware of what work has been set. One parent is a member of the management group and many parents attend the Leavers' Day ceremony and Open Day.

HOW WELL IS THE UNIT LED AND MANAGED?

52. The unit is successful because leadership is strong and educational objectives are clear; the very complex process of meeting the learning needs of pupils of all ages from 7 to 16 and of all levels of attainment is managed with great skill and assurance.
53. All those who work at the unit share the strong commitment of the head teacher to provide pupils with the best possible educational opportunities. The head teacher is tireless in her efforts to ensure that pupils are given the chance to succeed as learners and to complete their education. Her personal contribution to the leadership of the unit is excellent and its effectiveness is apparent in the results that the unit achieves. The unit fully achieves its written aims.
54. The very good management of the unit is characterised by the flexibility of the response it makes to changing circumstances. For example, courses, such as modern foreign language cannot be sustained continuously but are introduced and taught when individual pupils who will benefit from them join the unit. Again, while there are currently no pupils who require special provision because they are at an early stage of learning in English there are well-established plans to meet these needs as and when they occur.
55. The arrangements that underpin the smooth running of the unit on a day to day basis are highly effective. The morning briefing meeting for staff brings all up to date with any changes that must be made to the routine of the day and gives those who work at the unit all the information they need to make their work with the pupils as effective as it should be. The head teacher prepares these briefings thoroughly taking note of the comments, requests and suggestions that staff members might make. Administrative support for this process is very good and a briefing sheet containing timetable and venue changes is available at the meeting.
56. The management of the curriculum is thorough. Those who have responsibility for aspects of the unit's work or for subjects of the curriculum carry these out very well. Teachers plan their work conscientiously and these plans are seen and evaluated by senior managers. The head teacher is well informed by personal observation about the quality of teaching and learning.
57. The LEA has put in place policies about how the process of educating pupils otherwise than in school is to be managed and what pupils who attend pupil referral units should be taught.
58. As part of its arrangement to improve the quality of the provision made for children educated out of school it has set up a management committee to help in overseeing the

work of the unit. This has a membership drawn chiefly from workers professionally associated with the unit but the membership of the group also includes local head teachers and a parent. This committee receives the reports of the head teacher on the work of the unit. The head teacher considers it to be a valuable source of interest and advice; it has as yet, however, no delegated powers.

59. The head teacher has a very good working relationship with the LEA officer who manages the pupil support service of which the unit is a major arm of provision. She meets frequently with the head of the pupil support service and he is very well informed about all aspects of the unit's work and the challenges with which it is faced.
60. The LEA retains control of the bulk of the unit's financial resources and proposals for the unit's development and improvement are incorporated in the overall pupil support service development plan. The proportion of the unit budget that is directly administered by the head teacher is used very efficiently to improve the quality of provision.
61. Because funding is centralised, the head teacher is not able to plan for improvement in the medium term or to carry forward money to build up a fund to finance it. Basing its figures on historical data and projected variations, the LEA forecasts its expenditure on the unit at the start of each year but in reality, it spends what is necessary to fund it. The local education authority has conducted a review to ensure that its provision for pupils educated otherwise than in school and for excluded pupils is effective and efficient in comparison with similar provision elsewhere. In making this comparison, it is aware that its failure to successfully move pupils back into school or into special education after a stay of one or two terms at the PRU is a shortcoming. The LEA knows that this limits the value it is getting from its investment in the unit, particularly in the case of pupils who are in the first stage of secondary education. This is clearly unsatisfactory.
62. The LEA is planning to increase the number of school places available for secondary pupils and this might act to reduce the log-jam of pupils in Year 9 who cannot find a school place. Many of the pupils attending the unit have emotional and behavioural and social difficulties and other serious special educational needs and would benefit from placement in special education that could replicate the advantages of smaller class sizes and timetable flexibility that enable them to flourish at the unit. For some the unit serves as a school in all but name since they attend it continuously or intermittently for a period of years. Official re-designation of the PRU as a school and pupil referral unit might ease the pressure being experienced by the unit and the support service in the struggle to find placements for pupils who are deemed ready to move on.
63. There are sufficient qualified and experienced teachers to meet the needs of the pupils and the demands of the curriculum but because of recruitment difficulties a significant number of the teachers are employed on a temporary basis. There are three, full time permanent staff members who are augmented by five permanent part time teachers and eight who are long-term supply teachers. This arrangement gives the head teacher the flexibility she needs to deal with changing needs but a larger proportion of permanent staff would enhance the continuity of planning and provision. The current staff group does, however, form a stable work force. There is a good match between the qualifications of the teachers and the subjects they teach. There are currently vacancies for a teacher of music and a teacher of information and communications technology. The unit is supported by the professional, technical and administrative expertise of a range of others who work there. These include a social worker, a learning mentor, two youth workers, secretarial support and premises and maintenance staff. A feature of the unit is that the leadership and the pupils value equally all the adults who work there.

64. The unit has a good strategy for performance management and for monitoring, maintaining and improving the quality of teaching. This is guided by the performance management policy for the whole of the pupil support service. Targets have been set for both senior managers and teachers and the work of teachers in the classroom is monitored and reviewed. The current cycle of monitoring and review meetings to set fresh targets has been somewhat delayed because of the high proportion of teachers on part time and supply contracts but it is due to be completed before the end of the autumn term. Linked to the assessment of teachers' performance, a good programme of professional development has been put in place. This has been of proven benefit and has supported the improvement in the curriculum and the provision the unit makes that has taken place since the last inspection. Particularly successful, has been the training linked to the specific development of information and communication technology skills that was funded by specific grants for this purpose.
65. The accommodation in the main centre within the Latimer building is good overall. Classrooms are of a good size and they are airy and well appointed. The centre is well decorated and all furniture and fitting are of good quality. On the top floor there are good rooms for English, mathematics and specialist rooms for art, science and ICT and sufficient areas for pupils to socialise. On a lower floor there are offices and good provision for primary aged pupils. The dining hall is small but adequate. Teachers display pupils' work on every available wall and this shows that the work of the pupils is valued and this adds to pupils' self esteem. The unit makes good use of other facilities within the community, for example the pupils use the sports facilities in the adjacent building to play 'Fives' during lunchtimes and for other activities such as tennis. The unit also uses a Health and Fitness Club regularly and pupils go to the Westway Centre for physical education activities. Additionally pupils attend the Lancaster Club for musical experiences. The use of these facilities makes up for the limitations of the Latimer building in terms of a gymnasium or a large hall.
66. There are at least two other sites when pupils who are registered in the centre are taught. There are two rooms on the top floor of a local primary school, called Park Walk and classrooms attached to St Mark's Children Home is used as a provision for a Day Placement Unit. These rooms are suitable and adequate. In addition, the centre uses other rooms in other buildings in order to meet pupils' needs. The accommodation afforded by this extra provision extends the flexibility of the centre's work.
67. Learning resources are generally good and teachers use them well to help pupils learn. However, the library provision is limited and, while there is space for pupils to undertake quiet reflective study, it is rarely used for this purpose. Resources in ICT are very good as they are in English and citizenship. In all other subjects they are good apart from in humanities where the quantity of resources are only satisfactory but the quality of what is available is good. The other exception is French where resources are unsatisfactory. Very good use is made of the resources in the locality to provide a large range of opportunities within what is known as the 'extended programme'. These include rock-climbing, tennis, horse riding in the areas of physical development and such activities as making a film, using a music studio and cooking in areas which develop creative and aesthetic development. In addition the centre makes very good use of the borough's Duke of Edinburgh Award Scheme co-ordinator to organise and provide equipment for opportunities for residential opportunities.
68. The unit makes very good provision for its pupils. Because of the positive educational outcomes it achieves, the unit gives very good value for money. However, despite the best efforts of the unit, local conditions prevent a significant proportion of pupils from returning to mainstream education when they are ready to do so and difficulty in finding

suitable special school placements has led to pupils with statements of special educational needs being kept at the unit for far too long. This is unsatisfactory and in this aspect of its work the local education authority fails to get the best value for its investment.

WHAT SHOULD THE UNIT DO TO IMPROVE FURTHER?

69. In order to build upon the many strengths of the unit, and ensure that the greatest benefit is obtained from its work, the local education authority should:

Re-double its efforts to finally resolve the issue first highlighted at the last inspection of promptly moving pupils back into school when it is appropriate to do so. It should also ensure that pupils with statements of special educational needs have these fully met by transferring them to a suitable placement after no more than a term. Alternatively, the local education authority could acknowledge the reality of the role presently being played by the unit and re-designate it, at least in part, as a special school. (Paragraph numbers 28, 61, 62, and 68).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	37
Number of discussions with staff, governors, other adults and pupils	23

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	12	18	5	0	0	0
Percentage	5.4	32.5	48.6	13.5	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 two 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	72

Special educational needs	No of pupils
Number of pupils with statements of special educational needs	15
Number of pupils on the unit's special educational needs register	27

English as an additional language	No of pupils
Number of pupils with English as an additional language	13*

* None of these pupils is at an early stage of acquiring English.

Attendance

Authorised absence

	%
Unit data	8

Unauthorised absence

	%
Unit data	30

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

Attainment

No pupils were entered for the National Curriculum Attainment Tests at the end of Key Stage 2, (Year 6), in 2002. Eleven pupils were entered for the National Curriculum Attainment Tests at the end of Key Stage 3, (Year 9), in 2002. One pupil attained the expected level in English, mathematics and science. In 2002, 20 pupils were entered for the GCSE examinations in 2 or more subjects. There were 5 awards of Grade B, and 12 of Grade C. Altogether, the 20 candidates, in 12 subject examinations, gained 83 grades. In addition, 8 pupils were awarded the Profile Certificate in computer literacy and communications technology.

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	22	1	0
White – Irish	1	0	0
White – any other White background	8	0	0
Mixed – White and Black Caribbean	12	1	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	3	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	1	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	13	3	0
Black or Black British – African	7	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	3	3	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.

Financial information

Teachers and classes

Qualified teachers and classes: Y3– Y11

Total number of qualified teachers (FTE)	15.8
Number of pupils per qualified teacher	4.6

FTE means full-time equivalent.

Education support staff: Y3-Y11

Total number of education support staff	4.3
Total aggregate hours worked per week	147.5

Financial year	2002/2003
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	£
Total income	750,370
Total expenditure	750,370
Expenditure per pupil	11,544
Balance brought forward from previous year	0
Balance carried forward to next year	0

Recruitment of teachers

Number of teachers who left the unit during the last two years	0.4
Number of teachers appointed to the unit during the last two years	1.0

Total number of vacant teaching posts (FTE)	3.8
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	5.0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	2.6

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	72
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.	22	44	11	11	11
My child is making good progress in school.	33	56	11	0	0
Behaviour in the school is good.	33	67	0	0	0
My child gets the right amount of work to do at home.	0	44	44	0	0
The teaching is good.	67	33	0	0	0
I am kept well informed about how my child is getting on.	56	22	0	11	0
I would feel comfortable about approaching the school with questions or a problem.	67	22	11	0	0
The school expects my child to work hard and achieve his or her best.	56	33	0	0	11
The school works closely with parents.	78	0	11	11	0
The school is well led and managed.	67	33	0	0	0
The school is helping my child become mature and responsible.	56	33	0	0	11
The school provides an interesting range of activities outside lessons.	44	33	11	11	0