

INSPECTION REPORT

WESTFIELDS PUPIL REFERRAL UNIT

Batley, West Yorkshire

LEA area: Kirklees

Unique reference number: 107596

Headteacher: Martin Ridge

Reporting inspector: Dr D Alan Dobbins
27424

Dates of inspection: 6 – 8 May 2003

Inspection number: 249485

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: Maintained

Age range of pupils: 11 - 16

Gender of pupils: Mixed

Unit address: Field Hill Centre
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Appropriate authority: LEA

Name of responsible officer: Mrs J Normington

Date of previous inspection: March 1998

INFORMATION ABOUT THE INSPECTION TEAM

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27424	Dr D Alan Dobbins	Registered inspector	Art.	The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed?
9115	Terry Clarke	Lay inspector		Pupils' attitudes, values and personal development. How well does the school work in partnership with its parents?
27429	Margaret Smith	Team inspector	English; Information and communication technology.	How does the school care for its pupils?
21044	Tom Smith	Team inspector	Personal, social and health education; Mathematics; Design and technology.	
3055	Clive Tombs	Team Inspector	Science; Geography; History, Outdoor activities.	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

Westfields Pupil Referral Unit is part of the Kirklees Local Authority provision for pupils who have been permanently excluded from schools or are in danger of exclusion because of their poor behaviour, and those who have failed to attend mainstream schools. It is the only secondary unit of its type in the county and is located in Batley. For some pupils, this requires considerable time travelling to and from the unit on public transport. The unit provides for fifteen boys and six girls who are registered only at the unit and twenty-three boys and three girls who are dual registered with secondary schools. The agreed maximum number of pupils is forty-nine. Forty pupils are at School Action Plus and seven have Statements of Special Educational Need. Thirty-nine pupils are white, six are black or have mixed heritage and one pupil is Asian. No one is learning English as an additional language and there are no traveller pupils. Pupils in Years 7 to 9 spend between six and eight weeks at the unit before returning to their mainstream schools. Pupils in Years 10 and 11 are normally referred to the unit at the beginning of Year 10 and spend their last two years of secondary education at the unit. Sixty-four pupils in Years 7 to 9 and nine pupils in Years 10 and 11 are supported by staff of the unit in the thirty-one secondary/middle schools of the county. As a consequence of their learning difficulties and for some their history of poor attendance at their previous schools, the attainment of many pupils on entry to the unit is below that expected for their age. From May 2001 the unit has been led by an acting headteacher. His appointment was made substantive just prior to the inspection.

HOW GOOD THE UNIT IS

Westfields Pupil Referral Unit makes very good provision for pupils in Years 7 to 9 and satisfactory provision for pupils in Years 10 and 11. Very good leadership and management by the newly appointed headteacher, ably supported by all staff, good quality teaching and the very good relationships staff have with pupils help foster pupils' very good attitudes to their work. Most often, they behave very well in lessons and work hard at their learning. This results in the standards they achieve and the progress they are making being good or better in most subjects and very good in their personal and social development. Many pupils make better progress than they did in their mainstream schools. The provision for pupils in Years 7 to 9 meets the aim of returning pupils to mainstream schools better than is the case for most equivalent units. The assignment of a permanent place in the unit for each secondary school has many advantages and is a very good model. The unit provides good value for money.

What the unit does well

- The programme for re-integrating pupils into mainstream schools is very successful because it is well established, has very clear aims, is very well organised and the work of the behaviour support assistants in mainstream schools is very effective.
- The quality of teaching and learning are good. Both are very good in four lessons in ten.
- It promotes very good behaviour in lessons and around the unit.
- The relationships between staff and pupils are very good. Staff expect pupils to behave well and to do their best. Most often they do.
- It is very well led and managed by the headteacher, who is well supported by all staff.

What could be improved

- For pupils in Years 10 and 11:
 - weekly taught time, which needs to be increased;
 - opportunities to take lessons in mainstream schools and colleges of further education;
 - the range of national accredited awards that can be taken to demonstrate the full extent of their learning at the unit.
- The temporary nature of the management structure, including appointing a deputy headteacher.

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

Good improvement has been made since the last inspection (March 1998). All of the Key Issues for Action identified then have been met in full:

- The local authority now has a curriculum policy for the unit and has established a budget that matches with the range of the provision.
- The cost of educating pupils in the unit and supporting them in mainstream schools has been established.
- The provision for cultural development is much better.
- English is now appropriately led.

In other areas, pupils are better at their learning because the quality of teaching has improved. As a consequence, they are achieving better standards and are making better progress in most of the subjects.

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	C	Very good	A
Mathematics	B	C	Good	B
Science	B	B	Satisfactory	C
Personal, social and health education	A	A	Unsatisfactory	D
Other personal targets set at annual reviews or in IEPs**	A	B	Poor	E

* Pupils in Years 7 to 9 spend 6 to 8 weeks only at Westfields. The judgements in this column in the table relate to the progress they are making when they are at Westfields.

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

The very good relationships between staff and pupils and the very good provision for personal, social and health education helps prepare pupils in Years 7 to 9 very well for a successful return to mainstream education. Individual educational plans provide very good help in lesson planning. The targets for behaviour in pupils' behaviour support plans provide very good guidance for improving behaviour. In English, mathematics and science pupils achieve good standards. For example, it is not unusual for pupils to improve their reading ages by four months and occasionally up to twelve months over the six to eight weeks they attend the unit. They achieve very good standards in information and communication technology and in outdoor education, the only aspect of physical education that is taught, good standards in art and satisfactory standards in design and technology, geography and history. Pupils in Years 10 and 11 although full-time attend less regularly and this affects the standards they achieve. These are satisfactory for most subjects, although they achieve very good standards in information and communication technology and good standards in outdoor activities. The targets, set at the annual review for the small number of pupils with statements of special educational need, represent good challenges for their work for the next year.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the unit	Good. Pupils in Years 7 to 9 quickly learn that staff support them and enjoy their successes, contributing to the very good attitudes they develop to their work, which many maintain when they return to their mainstream schools. Pupils in Years 10 and 11 have more variable attitudes to the unit; those who fully accept the routines and expectancies are very well prepared for work or the next stage of their education.
Behaviour, in and out of classrooms	Very good. Pupils in Years 7 to 9 routinely behave very well. Pupils in Year 10 especially can be more easily distracted from their work and this limits their learning. Outside of lessons, pupils behave responsibly and maturely.
Personal development and relationships	Very good. Teachers, behaviour support assistants, the administrative assistant, the kitchen superintendent and the caretaker have developed very good relationships with pupils. As a result, pupils are friendly and confident and most often work hard to please.
Attendance	Satisfactory. The overall attendance rate is let down by the unsatisfactory attendance of pupils in Year 10.

The very good role models presented by all staff and the very good state of the accommodation help in setting standards. The very good relationships staff have with pupils make pupils feel valued and respected. As a result, learning takes place in an ordered, friendly and considerate environment. Pupils become confident as learners and in most lessons work hard and behave very well. The good attendance of most pupils, which is often better than was the case in their previous schools, is having a beneficial effect on the standards they achieve and the progress they are making. However, this is not the case for many pupils in Year 10 whose irregular attendance, despite the best efforts of staff both within and outside of the unit, limits the extent of their learning.

TEACHING AND LEARNING

Teaching of pupils:	By Year 9	By Year 11
Quality of teaching	Good	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.

Overall, the quality of teaching is good, although in four lessons in ten it is very good or better. Teaching in English, mathematics and science and in the other subjects is good except for information and communication technology and outdoor activities where it is routinely very good and sometimes excellent. The good quality of teaching promotes good learning in most of the lessons and very good learning in four lessons in ten. The contribution of the behaviour support assistants to teaching and learning is substantial. They are especially good at dealing with inappropriate behaviour, often returning pupils quickly to their tasks without disrupting the learning of others in the lesson. The very good use of Success Maker is helping many pupils make better progress in English and mathematics than they did in their mainstream schools. The very good use of targets in individual education plans and, especially in behaviour support plans, and on-going assessment helps teachers plan lessons that meet the needs of all pupils. Consequently, besides making good progress overall in their work, they quickly

improve their behaviour and their attitudes to learning. This is a strength of the teaching.

OTHER ASPECTS OF THE UNIT

Aspect	Comment
The quality and range of the curriculum	Very good for pupils in Years 7 to 9. They are prepared very well for their return to mainstream schools. Satisfactory for pupils in Years 10 and 11; their working week is less than recommended, and accredited courses are fewer than in many equivalent units.
Provision for pupils with special educational needs	Good. For the small number of statemented pupils, annual reviews are effective in reporting progress and in identifying new targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Provision for pupils' moral and social development is very good. All staff are very good role models and the very good relationships they have with pupils are helping pupils mature and take increasing responsibility for their actions. The provision for spiritual and cultural development is good.
How well the unit cares for its pupils	Very well. The procedures for child protection and for ensuring the welfare of the pupils are good. Liaison with secondary schools and other bodies, such as the Education Welfare Service, is very good.

The curriculum for pupils in Years 7 to 9 is relevant and meets their learning needs very well so that most return to their mainstream school with little difficulty. The planned programme for personal, social and health education is very good, but the provision permeates all the work of the unit, and is a strength. Pupils in Years 10 and 11 are not prepared as well for life after the unit. The range of their curricular experiences is limited because they have too few opportunities to take lessons in mainstream schools and colleges. Parents feel well informed about the progress their children are making.

HOW WELL THE UNIT IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The recently appointed headteacher has gained the full support of all staff. He has a very clear vision for the work of the unit and the attributes to develop the unit in accord with the vision he shares with the manager of the pupil referral service.
How well the management committee fulfils its responsibilities	Good. It is better formed than at the time of the last inspection and the management committee's role, in overseeing other linked provision within the local authority, is benefiting the work of the unit.
The unit's evaluation of its performance	Good. The annual report on the quality of the provision is very good, but procedures for checking the quality of teaching and learning and for the professional development of staff are just beginning. They need to be better established before they are able to contribute to improving the quality of the provision.
The strategic use of resources	Very good. The links with secondary schools are excellent and are a model for equivalent provision for pupils in Years 7 to 9. Too little use is made of these links, and of the provision available in nearby colleges, in the programme for pupils in Years 10 and 11. Money is well spent well.

The overall number of teachers and behaviour support assistants is sufficient to teach the

curriculum, meet the additional needs of most of the pupils and to support them when they return to mainstream schools. The accommodation is very good and provides a better base for the work of the unit than is the case for many other equivalent units, especially for pupils in Years 7 to 9. The range, quality and quantity of resources to support teaching and learning are satisfactory. Outdoor activities and information and communication technology is very well resourced and Success Maker is used very well to promote learning in English and mathematics. The absence of a designated deputy headteacher, in lieu of a temporary arrangement of six senior teachers of equal authority, does not provide a sufficiently robust foundation to secure further development.

PARENTS' AND CARERS' VIEWS OF THE UNIT

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The unit expects pupils to work hard and to do their best. • The information they gain on the progress their children are making. • The interesting range of activities that are available outside of lessons. • That the school is very well led and managed. • The ease with which they can communicate with staff about their concerns and gain advice. 	

Inspectors agree with all of the positive views expressed by parents, and would add that they judge the quality of teaching to be good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The unit's results and pupils' achievements

1. Pupils enter the unit with a varied history of attendance and of difficulty in meeting the routines and expectations of their mainstream secondary schools. On entry, most attain at levels below those expected for their chronological age. In the six to eight weeks that pupils in Years 7 to 9 are at the unit, many make better progress in their work than they did at their previous schools. This is because they improve their behaviour and attendance and develop better attitudes to their learning. Most of the pupils assigned to the unit in Year 10 spend two years at the unit, until they leave secondary education at the end of Year 11. Too many of these pupils, especially those in Year 10, are too often absent to take full advantage of the generally good quality of the teaching. The judgements on the standards pupils achieve and the progress they are making are made for those who attend regularly and take account of their prior attainment. There are no differences in the progress made by boys and girls or on the basis of ethnicity.

English

2. In English, pupils in Years 7 to 9 achieve good standards and are making good progress. Those in Years 10 and 11 achieve satisfactory standards and are making satisfactory progress towards either the certificate of achievement at Levels 1 to 3 or the Key Skills award at Levels 1 or 2.
3. Speaking and listening are very well promoted both formally in lessons and informally around the unit. In lessons, teachers' work hard to extend pupils' use of words by planning frequent opportunities for discussion. For example, pupils in Years 7 to 9 enjoy playing a memory game to improve their speaking and listening skills and pupils in Years 10 and 11 practise formal discussions on a set topic to meet the requirements of the accredited courses they are following. The hall is well used in providing opportunities for pupils to talk with staff, when they arrive at the unit and at break times. Lunch times, which are shared between staff and pupils, also provide excellent opportunities for promoting discussion. The good provision is helping pupils speak confidently in a variety of situations, including when they speak with visitors.
4. Pupils' proficiency in reading varies from fluent, expressive reading to hesitant reading that requires continued prompting from staff. Pupils in Years 7 to 9, whatever their ability to read, make good progress because of the use of good teaching strategies in lessons supported by the very good use of Success Maker. Those with reading ages less than 9 years gain extra support and make very good progress. These pupils regularly gain a minimum of four reading months and occasionally up to twelve reading months over the short period they are at the unit. The best readers read independently and many frequently read for pleasure at home. Most quote 'Harry Potter' as their current favourite book. Pupils in Years 10 and 11 are making satisfactory progress in reading, but show a good improvement in their willingness to read so as to gain information from sources such as reference books and the Internet. Their interest in reading for pleasure, and in using reading to help gain information for their learning, would benefit if they were able to read a wider range of texts.
5. Progress in writing is satisfactory. Over the unit, handwriting ranges from very untidy printing to neat well presented cursive writing. Pupils in Years 7 to 9 have learned to

draft and redraft work, and many prefer to produce the final version using word processing software such as Word. They write sentences to answer questions from a comprehension exercise and most have a basic recognition of punctuation and grammar. For example, rarely do they start a sentence without a capital letter or finish the sentence without a full stop, although punctuation and spelling when they write imaginatively is more erratic. Many pupils have good ideas and can express them well, but find the physical act of writing inhibiting. The best writers provide an imaginative conclusion to a story, or write satisfactorily a descriptive passage about themselves, or of an activity they enjoy. Pupils in Years 10 and 11 have learned to write formal and informal letters, express an opinion in writing, write a short story and produce a menu. The standards vary greatly, both in content, neatness and accuracy of presentation, but all pupils show satisfactory progress.

Mathematics

6. The provision for mathematics has improved since the last inspection. The standards pupils' achieve in Years 7 to 9 and the progress they are making are good, the progress of pupils in Years 10 and 11 are satisfactory. For the first time this year, three Year 11 pupils are to be entered for the General Certificate of Secondary Education. Those who are not as good at mathematics are to be entered for the certificate of achievement or the Key Skills award. This is a very good development, because pupils in previous years have finished their time at the unit without being able to demonstrate their proficiency in mathematics at the general secondary certificate level.
7. Pupils in Years 7 to 9 have work planned for them, which is derived from their performance on a baseline test taken at entry. The test identifies what they know, understand and can do in mathematics and provides a benchmark against which their progress in the subject can be judged. By the time they leave the unit, they have acquired a much-improved understanding of addition, subtraction, multiplication and division and the application of these skills to time, distance, money and geometry. By the end of Year 11, pupils are showing a good understanding of coins. They use appropriate combinations to give money and correctly recognise the change they should receive. All understand place value and are familiar with the procedures to calculate simple percentages. The best at mathematics have a beginning knowledge of algebra. They understand positive and negative numbers and apply this knowledge to practical concepts such as temperature.

Science

8. The provision for science has improved since the last inspection. Planning, the procedures for assessing pupils' progress and the range and quantity of resources to support teaching and learning have improved. The standards pupils achieve and the progress they are making are good.
9. Pupils in Years 7 to 9 learn about a small number of selected units of work drawn from the National Curriculum Programmes of Study. They achieve well and make sufficiently good progress to fit easily into lessons in science on their return to mainstream schools. For example, they learn about the basic structure and function of the heart. They know that the pulse rate increases with exercise because the body needs more oxygen. They practise taking their own radial pulse at rest and then go outside to exercise by running for different lengths of time. They measure their pulses again and record their results and produce a bar chart for comparison. Pupils in Years 10 and 11 follow a modular course leading to the certificate of achievement. Those who attend regularly make good progress and, over the two years complete, the six modules

required for a full award. Each module contains at least one practical experiment, which is carried out by the pupils and written up by them. For example, in forces, pupils in Year 11 are challenged to produce a 'balloon' rocket that travels the greatest distance at the greatest speed along a straight line. By adapting and modifying their designs, for example by changing the pressure in their balloons, they practise the skills of investigative learning and learn basic facts about the behaviour of different forces. Very good use is made of local facilities, such as an old steel works, the Medical Museum and the Earth Centre in helping make science relevant to pupils.

Art

10. Only pupils in Years 7 to 9 are taught art. They achieve good standards and are making good progress. The highest attaining pupils explain concepts such as relief and perspective. They chose artists whose work they like, such as John Palmer and Vincent Van Goch, learn about the different ways in which they approach their paintings, then produce good quality likenesses. The younger pupils experience three-dimensional art by completing dough sculptures to their own design, which they bake and finish with paint and varnish. They improve their line drawing and painting skills and extend their technical vocabulary when they learn about form and composition. The good quality displays of work by pupils who have left the unit help celebrate achievement, set standards and stimulate interest in the subject.

Design and technology

11. The standards pupils achieve and the progress they are making are satisfactory. Pupils in Years 10 and 11 are good at linking the design process to the demands of construction. Pupils in Years 7 to 9 have fewer opportunities to fully develop their understanding because of their limited time at the unit. They continue to practise their skills using hand tools. The workshop, which is well resourced and has good quality workbenches, helps promote a satisfactory standard of construction. In food studies, pupils enjoy their lessons and realise a satisfactory link between designing and making simple meals. Pupils in Years 10 and 11 follow the certificate of achievement in textiles and most are expected to gain the pass grade. This is a significant improvement since the last inspection as pupils can now show what they have learned at the unit on one element of the subject.

Geography and history

12. Standards are satisfactory and judged to be the same as at the last inspection. In both subjects, pupils in Years 7 to 9 follow selected units of work drawn from the National Curriculum Programmes of Study and are making satisfactory progress that is sufficient for them to maintain their learning in preparation for return to mainstream schools. For example, in history they are learning about the Roman Empire and why the Roman army was so successful. They know that a Roman soldier was carefully recruited, trained and armed and was tactically superior to the soldiers of other nations. They refine their sense of the past by taking part in well-planned visits to local museums and ruined castles. In geography, they continue to develop mapping skills by practising their use of symbols, keys and scales. They apply their mathematical skills when graphing information on temperature, rainfall and population. Geographical knowledge and understanding is extended well through the planned links with lessons in outdoor activities. For example, in preparation for caving or pot holing pupils will learn about how the action of water formed them as well as river channels, valleys and drainage basins. Pupils in Years 10 and 11 are not taught geography or history.

Information and communication technology

13. Pupils achieve very good standards and are making very good progress. Those in Years 7 to 9 enter the unit with different experiences and abilities in dealing with computers. By the end of their time at the unit, all have learned to word process efficiently. For example, they use drop down menus, change fonts and text size, create graphic boxes, access files and import, locate and size pictures. They save and print their work and correctly close down the computers. Pupils in Years 10 and 11 are able to demonstrate the considerable extent of their learning by taking four of the six modules required for completion of their general national vocational qualification course. This is good and pupils are expected to gain creditable passes. Currently, most of the pupils in Year 11 have completed the module on 'Presenting Information' and are working on the second module 'Handling Information'. They are well prepared for this work in Year 10. For example, by the end of Year 10, they are confident in using spreadsheets, gaining access to and making use of the Internet for information, which they download, into their files. They enter records into a database for analysis and presentation in visual form, for example by line and block graphs. Their skills in word-processing are well used in the lessons in other subjects, especially English.

Personal, social and health education

14. The quality of the provision is very good. Pupils are making good progress in the discrete lessons because the curriculum is well thought out and they gain full value from the good quality of teaching; the provision permeates all the work of the unit. The very good relationships that have staff with pupils help, as do the many opportunities pupils have to speak with staff, for example when they arrive at the unit, in the hall and when they eat lunch together. In lessons in other subjects, their self-esteem and confidence grows because they achieve success in their work, especially in lessons in outdoor activities, when they may be underground or climbing a rock face, they encourage and support each other and on completion feel a communal sense of well being. Importantly, they also recognise a sense of personal gain in that they achieved success on a new venture that tested them physically as well as mentally. The gains pupils in Years 7 to 9 make in self-confidence and self-esteem and in being responsible and acting maturely, over the short period of time they are at the unit, are impressive. They provide a powerful cornerstone to support their successful return to mainstream schools.
15. In Years 10 and 11, pupils are taught about sex education, knowledge of drug misuse and its effects and about their rights and responsibilities in law. Despite the intimacy and personal nature the topics, pupils approach it seriously and the quality of their discussion shows a good level of understanding. The good programme of visiting speakers helps in their learning. Some challenge the preconceptions of pupils to make them realise the consequences of their actions. For example, recovering drug addicts have talked about their experiences and a mother whose son died through drug misuse provided very powerful evidence of the very serious danger of experimenting with drugs. The very good quality of the provision is assisting pupils to come to terms with many of the issues that trouble them.

Physical education (Outdoor activities)

16. The only element of physical education that is taught is outdoor activities. The very good standard achieved by pupils has been maintained since the last inspection. Pupils in Years 7 to 9 have the opportunity to take part in a wide range of outdoor activities. These include rock climbing, caving, sailing, abseiling, mountain biking, canoeing,

orienteeing and mountain walking. From specialist instructors, who have a very high regard for safety, pupils learn the techniques and sustain the physical effort necessary to overcome obstacles. Their personal and social development benefits greatly because of the requirement to act responsibly and show perseverance, teamwork, leadership, tolerance, initiative and humility. Digital cameras are well used to record their experiences and achievements and the resultant pictures provide an excellent stimulus for writing, drawing, discussion and reflection. Completing tasks that were seen as daunting makes an important contribution to self-esteem and self-worth. Pupils in Years 10 and 11 gain the certificate of the Northern Partnership for Record of Achievements. This is good as it charts what they can do and what they have experienced. Planned cross-curricular links with English, mathematics, science, art and geography make lessons in outdoor activities an important curricular area. In addition, the subject makes an important contribution to pupils' spiritual development as pupils experience and begin to appreciate first hand environments of beauty, vastness and mystery, both above and below the ground.

Pupils' attitudes, values and personal development

17. Pupils quickly develop good attitudes to the unit and to their learning, which overall are better than at the last inspection. The very good relationships staff develop with them help foster attitudes that are very much better than was the case in their mainstream schools. Those in Years 7 to 9 usually arrive early on transport arranged by the local authority. On arrival, they chose either to play computer games or work with Success Maker until registration. They are interested in the routines of the unit and, even though they are there for a short period of time, become fully involved in all the activities. The attitudes of pupils in Years 10 and 11 to their work are satisfactory. Their attendance rate is lower and some regularly arrive late. They travel to the unit on public transport. For some this entails two changes and a journey time in excess of one hour, and there are genuine reasons for their late arrival. Others tend to arrive when they want to. However, once at the unit they settle down well in their lessons. Last year's Year 10 pupils attended better and worked harder at their learning than does the current group of Year 10 pupils. Because of their good behaviour and their good attitudes to their learning, they were rewarded with a visit to Disneyland in Paris. This was enjoyed very much, and it provided a stimulus to continue to show good attitudes to their work in Year 11. Most are so doing.
18. Behaviour is very good. Pupils respond well to the positive orientation staff take to commenting on the appropriateness of behaviour. In their previous schools, most of the pupils will have experienced significant criticism over an extended range of time. They enjoy being complemented on acceptable behaviour and respond very positively. So much so, that around the unit, at break times and in the dining room, behaviour is most often exemplary. Pupils are polite and courteous to each other and especially so to visitors. They hold doors open for others and say 'thank you', or more usually 'cheers', when the same is done for them. They are trustworthy and treat property with respect. The exclusions during the current year have been, mostly, short term. One pupil has been permanently excluded. During the inspection, there were no signs of bullying or other forms of oppressive behaviour.
19. Pupils make the most of the opportunities they have to show initiative and to take responsibility. Within the unit these opportunities are limited, but this is not so for the lessons in outdoor activities. For example, during the inspection pupils were taken caving. On the trip they made important decisions, took turns, persevered in some difficult situations and encouraged each other throughout. All these activities help build a relationship of trust and concern for each other.

20. For pupils in years 7 to 9, the better attitudes they quickly develop to their learning makes a significant contribution to their successful return to their mainstream schools.
21. Attendance is satisfactory, overall. In Years 7 to 9, where pupils are brought in by arranged transport attendance is good and, unless the transport is delayed, pupils mostly arrive on time. Attendance for pupils in Year 11 has been good this year so far. In the week prior to the inspection it was excellent at 100 per cent. However, attendance for pupils in Year 10 is unsatisfactory. In the Spring Term, the attendance of only four out of fourteen pupils was better than ninety per cent. The late arrival of pupils in Years 10 and 11 acts to further reduce the length of their working week.
22. The time that teachers' and behaviour support assistants spend with pupils over breaks and when they regularly talk and chat is very meaningful in reinforcing the very good relationships they have with the pupils and for helping promote their personal and social skills.

HOW WELL ARE PUPILS TAUGHT?

23. Overall, the quality of teaching is good. In four lessons in ten it is very good or better. No teaching was judged to be unsatisfactory. At the last inspection, the quality of teaching was also judged to be good overall. However, the percentage of very good and better teaching has increased and this represents a small improvement in teaching.
24. Lessons are well planned and derived from a clear overall scheme. The small number of pupils and the substantial range of their attainment, which can be as wide as three National Curriculum levels, requires that lesson planning focuses on individual pupils to best take account of their learning and personal and social needs. In most lessons this is done well, helped by the very good knowledge teachers have of their pupils. Because lesson tasks match well with pupils' learning needs, the quality of learning is good and frequently better. This is especially so in the lessons when teachers have specialist knowledge or specialist training in the subject they are teaching. For example, in a lesson in information and communication technology and in one in caving in outdoor activities, the learning outcomes realised by pupils were greater than they felt they were capable of achieving at the start of the lessons. In both, pupils worked very hard at their tasks because they were stimulated by activities, which they found interesting and meaningful. Very good pre-planning and the use of excellent resources resulted in pupils giving of their best. All the lesson time was used very well in promoting learning and there was no requirement at any time for the teachers to remind pupils of their responsibilities as learners.
25. The principles of the Key Stage 3 strategies for literacy and numeracy are beneficially implemented into lesson planning in English and mathematics. The use of Success Maker supports progress in literacy and numeracy very well by matching tasks closely to pupils learning needs. The sessions in mental arithmetic run well. They are enjoyed by pupils and contribute to making mathematics a fun subject to learn. Opportunities to extend skills in literacy and numeracy exist in many of the lessons in other subjects. However, there are no planned procedures to make best use of these. Consequently, opportunities are missed to reinforce and apply the very good quality of learning that is seen in many of the lessons in English and mathematics.
26. The very good relationships teachers and behaviour support assistants have with the pupils contribute to the ethos for learning being very good. The unit is ordered and

organised and is characterised by the high expectations of the teachers and behaviour support assistants for learning and behaviour. Pupils are managed very well. Even so, in some lessons, especially for pupils in Year 10, it is difficult to maintain appropriate behaviour throughout. The targets in the behaviour support plans, which are well known to teachers and behaviour support assistants, help. Behaviour is changed primarily through praise rather than reproach. For example, if a target is to reduce spontaneous shouting out in lessons, praise will be given when the pupil does not shout out or interrupt. Pupils feel good when they receive praise and enjoy the realisation that they are able to behave appropriately.

27. Good use is made of resources to support teaching and learning. Although, with the exception of Success Maker in English and mathematics, information and communication technology is not being used well to promote learning in the other subjects. In lessons in outdoor activities, excellent use is made of the many very good local facilities for, for example caving, climbing and sailing.
28. Work is marked quickly, often in the lesson with the pupils. Care is taken to ensure that marking is helpful to pupils, not only by clearly judging the quality of the work but by praising that which is correct and by identifying areas for improvement. Homework is irregularly used as a means for helping learning. Parents and carers feel that a homework programme will be beneficial in further extending the quality of the links with the home. Inspectors agree with the parents and carers.
29. Pupils, who will have experienced considerable difficulties in attending to their learning in their previous schools, quickly become confident learners. In part, this is because the very good relationships they establish with the teachers and behaviour support assistants are based on trust and respect and these operate within an atmosphere of support and professional friendship. For many pupils this is very different from that they experienced in their mainstream school. The good quality teaching promotes successful learning, which is good overall and in four lessons in ten is very good or better.
30. Pupils regularly achieve success in their lessons and enjoy this, which helps many, especially those in Years 7 to 9, to re-think and re-develop their attitudes to school and to their work. This is a strength of the unit.

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

31. The curriculum for those in Years 7 to 9 is very good and is better than at the time of the last inspection. It is appropriately broad, balanced, very relevant to pupils' needs and fully meets the curriculum policy of the local authority. The curriculum is presented so that pupils regularly achieve success. This helps improve their attitudes to their learning. That it works well is clear as more than eighty percent of pupils return to their mainstream schools with sufficiently good attitudes and increased self-esteem to complete statutory education without being permanently excluded.
32. The detailed schemes of work consist of carefully chosen modules from the National Curriculum Programmes of Study. All pupils in Years 7 to 9 are taught English, mathematics, science, art, design and technology, geography, history, information and communication technology, current affairs, citizenship and outdoor education. There is an appropriate emphasis on English and mathematics, which is made more effective for many pupils because teaching is individually tailored to meet their learning needs.

Lessons in information and communication technology provide pupils with the skills that allow them to present their work without grammar and spelling errors. Outdoor activities is an important aspect of the curriculum. Lessons in outdoor activities require pupils to be physically active. The well established links with lessons in English, mathematics, science, art and geography benefit pupils' learning in these subjects. Lessons in outdoor activities also make a significant contribution to pupils' spiritual, moral, social and cultural development.

33. The curriculum for pupils in Years 10 and 11 is satisfactory. It is reasonably broad, balanced and relevant and provides opportunities for accreditation, which include the General Certificate of Secondary Education, certificate of achievement, general national vocational qualifications, Key Skills, and the youth award. Each is available in only a small range of subjects and, overall, pupils have fewer opportunities to demonstrate the extent of their learning at the unit than is the case in many equivalent units. Pupils are taught English, mathematics, science, information and communication technology, creative activities, personal, social and health education including citizenship and outdoor activities. However, the taught time is about seven hours per week less than that recommended. This affects the breadth of the curriculum in two ways. First, it acts to limit the subjects that can be taught. For example, music is not taught, neither is literature in English. Secondly, it affects the depth to which learning can occur, and this shows in the limited opportunities pupils have to take nationally accredited awards. These deficiencies are exacerbated by the absence of opportunities for pupils to take awards that are not available at the unit, but are available in the local colleges of further education or the linked secondary schools.
34. The strategies for teaching literacy and numeracy are good. The targets in individual education plans are known to the pupils, parents and carers and, for pupils in Years 7 to 9, to staff of their mainstream schools. A teacher with specialist knowledge of teaching pupils with specific learning difficulties and dyslexia diagnoses pupils' difficulties with reading and provides advice in the form of programmes to be followed. This works well. In addition to Success Maker, software programs for the practise of spelling and reading and many aspects of mathematics are used well. In the lessons in other subjects, literacy and numeracy skills are frequently reinforced. For example, in food studies pupils weigh ingredients and in science they measure time and distance. However, there is no planning to guide this and pupils do not gain as much benefit as is possible from cross-curricular links. Good in-service training has ensured that staff know and use the main recommendations of the Key Stage 3 strategy.
35. The provision for extra curricular activities is satisfactory. In part, this is because of the limitations on keeping pupils after the last lesson that are imposed by transport requirements and the distance many pupils live from the unit. At the beginning of Year 10, pupils benefit from taking part in a residential visit, and at the end of the day those who are interested have supervised access to the weight training room.
36. The staff go to great lengths to ensure that the curriculum, in its organisation, assessment procedures, content and teaching approaches, is socially inclusive and ensures equality of access and opportunity to all pupils.
37. The programme for pupils' personal and social development is very good. It includes drugs, alcohol, sex and relationship education. Health issues are covered in science and personal development is encouraged in the lessons in outdoor activities. Improvement in personal and social skills permeates all the work of the unit; in lessons and at break, lunch times and on educational visits. Over these occasions, pupils have good opportunities to practise and develop their inter-personal skills, including speaking

and listening, while exploring their thoughts and feelings. Recently the programme for personal, social and health education has been effectively extended by the addition of units on citizenship and current affairs. This is worthwhile because the focus is on the need to act responsibly and in accord with the laws and expectancies of society.

38. Provision for careers and work related education is good. The careers officer provides good support for pupils in Years 10 and 11 in their transfer to life after the unit. Pupils and parents and carers are kept well informed of opportunities that are available. Taking part in a well-organised two-week work experience placement, in both Years 10 and 11, provides very good awareness of the requirements of the world of work.
39. The links with the local community are very good. The links between the unit and the thirty-two mainstream secondary schools in the authority are very well established, especially for pupils in Years 7 to 9. The headteachers of the secondary schools see the unit's provision as extremely meaningful and a very worthwhile extension of what they offer in their own schools. Very good use is made of many of the facilities of the local community, especially for lessons in outdoor activities. Additionally, speakers from a variety of community groups are invited to the unit. They extend and enrich the learning opportunities for pupils. Theatre groups, particularly, provide high quality presentations that stimulate and challenge the thinking of pupils on social and moral issues that are important to them.
40. Links with local colleges are no longer well established. This is not good as it limits the ability of pupils in Years 10 and 11 to be prepared well for life after the unit. The curricular experiences of pupils in Years 10 and 11 are not as wide ranging as are those of pupils in many other equivalent units. For example, their choice is restricted to that which is taught at the unit, and pupils do not have opportunities to experience teaching and learning in the more adult learning environment of a college. Currently, only a very few pupils leave the unit for places in colleges of further education.
41. Overall, the provision for spiritual, moral, social and cultural development is very good. The provision for the spiritual development is good. The opportunities for pupils to learn about religions and beliefs and traditions are limited because there are no lessons in religious education or assemblies with a spiritual component. However, in the programme of personal, social and health education curriculum, pupils are led to consider the effects of different cultural backgrounds on relationships, marriage, and children. The expectations and supporting ethos of the unit is reflected in the writing of one pupil in Year 11. "The best quality they (staff) have is respect, but there is one condition, you have to show them the same respect." Opportunities to learn to respect others who may have different beliefs and to be tolerant of those with different behaviour and attitudes permeate through all the work of the unit. Lessons in outdoor activities regularly provide pupils with opportunities to look in awe and wonder.
42. The provision for social and for moral development is very good. Pupils know what is right and wrong and the impact of their actions on others. The code of conduct is clear to all and is adhered to most of the time. It is helping pupils become mature and responsible. Teachers and behaviour support assistants are very good role models, and pupils respond well to the high expectations they have for their behaviour and for the way they interact with others. Pupils understand that, if they behave in an unacceptable way, there will be sanctions, and they see this as fair. Lessons in outdoor activities provide many very valuable opportunities for pupils to understand the importance of obeying rules, for their safety and for the safety of others. Pupils learn to face challenges, work together, accept responsibility for themselves and others and to take initiative. In lessons in other subjects, teachers encourage collaborative work.

Lunchtime is a well-organised social occasion, where pupils and staff share food and conversation. Visitors are welcomed, looked after, and included.

43. The provision for cultural development is good. Though music is not taught, pupils experience live music through the visits of musicians, such as the steel band. The unit collaborates with a puppet drama group who run workshops and previews their new work with the pupils. In personal and social education, pupils learn about how others live and how different beliefs and traditions affect relationships. A large display in the central area informs pupils, through posters and magazines, of multi-cultural events in the area.

HOW WELL DOES THE UNIT CARE FOR ITS PUPILS?

44. Good child protection procedures operate. The designated staff member is undergoing the final stage of training. During the training period, valuable information was provided for other staff, so that all staff know how to report any insecurities they may have over pupils. Statutory arrangements operate very effectively for the pupils who are in care. The link with social services is well established and the channels of communication are very clear. When pupils are known to social services, a social worker attends the meetings prior to their re-integration in Years 7 to 9 and the annual review for pupils in Years 10 and 11 who are 'statemented.'
45. Health and safety on the premises is the responsibility of the local authority and the unit follows the procedures outlined in its policy. The fire department regularly inspects. For visits outside of the unit detailed risk assessments are made. For example, on a day trip, with a member of the inspection team present, every precaution was taken to ensure the safety of the pupils. During the planning of visits, attention is given to the need to provide medication at certain times for those pupils who need it, so that all pupils can be included. Arrangements for dealing with injuries and accidents are good. An appropriate number of staff are trained first-aiders. Recording of accidents, when they occur is meticulous.
46. The procedures for monitoring and improving attendance and for monitoring and promoting behaviour are very good. The overall low rate of attendance is a worry to the headteacher, staff and to the management committee. Collectively, they are making every effort to improve attendance through the strict application of the agreed procedures. For example, the homes of pupils who are absent are telephoned early in the morning and the reasons for absence discussed. Those with profiles of irregular attendance are visited by the education social worker. For pupils in Years 10 and 11, the regular telephone contact and visits to their homes by senior teachers to discuss the progress they are making, is used to stress the importance of attendance if pupils are to gain full benefit from the unit's provision. These efforts have been successful, but only in part. Pupils in Year 11 attend more frequently than was the case when they were in Year 10 and, the attendance of Year 10 pupils in the Spring Term, although still unsatisfactory, is better than it was in the Autumn Term.
47. The policy for managing behaviour focuses on recognising good behaviours; the programme of counselling; the very good role models presented by all staff; and their high expectations for behaviour all contribute to making the provision to improve behaviour very good. This is reflected in the high percentage of pupils in Years 7 to 9 who return to mainstream schools and prosper as good learners.
48. The progress of pupils' academic learning and the development of their personal and social skills are monitored very well. For those in Years 7 to 9, individual targets for

learning and for behaviour are set, based on information from, and the expectations, of the mainstream schools. When they enter the unit, base line testing in literacy and numeracy, parental contributions and teacher observations collectively provide comprehensive information on how pupils are doing. Targets for individual education plans are agreed. These are precise, have clear criteria for success and are linked to well thought out strategies that, mostly, guide pupils in their learning. At the end of the day staff meeting, a report is made on pupils' progress toward their targets. When they have been achieved, new targets are set. In this way the information gained from assessing pupils is used very well in the planning of future work. The weekly report sent to parents identifies progress against their children's targets. In English and mathematics, the ability of Success Maker to recognise what pupils can do provides a rich source of information on their progress in those subjects. Records of work, that are built up over short time pupils spend at the unit, show that some make very good and excellent progress in their learning. For example, those who increase their reading ages by up to twelve reading months make very impressive improvement. The very clear and well-organised procedures are used consistently well by all staff and are helping prepare pupils for a successful return to their mainstream schools. Importantly, they also provide valuable information for their mainstream teachers on what the pupils have learned, understand and can now do because of their time at the unit.

49. Assessment for pupils in Years 10 and 11 is closely linked to the demands of the nationally accredited awards they follow. Most are organised into modules and assessment is against the criteria for learning for each module. Work is marked and assessed according to these demands. The procedures are followed very well. In addition, reading tests are carried out on entry at Year 10 and at the end of the year and the results show that pupils are making satisfactory progress in reading. Pupils in Years 10 and 11 spend longer at the unit than do the younger pupils, consequently staff know them very well. The targets in their individual education plans are agreed by the pupils and they appreciate the support they receive in helping them meet these targets.
50. The provision for support and guidance is very good and permeates all the work of the unit. The calm and ordered atmosphere that emphasises the positive enables pupils to work towards their clearly defined goals. The high expectations of staff encourage pupils to achieve these. Because of the very heavy emphasis learning imposes on reading skills, improvement in reading is important in sustaining good attitudes and good progress when they return to their mainstream schools. Pupils who need special support gain it. For example, pupils in Years 7 to 9 who enter the unit with a reading age lower than nine years have regular one-to-one sessions, and this helps them make their impressive gains. They are assigned a contact teacher who, in the meeting at the end of each day, briefs the rest of the staff on any special needs or problems the pupils may have had. Very close contact is maintained with parents and carers. They are expected to act as partners in the work of the unit and are required to attend a meeting with the headteacher before their children enter the unit. During the first week at the unit, they are expected to telephone at the end of each day. Also, staff from the mainstream school are encouraged to visit their pupils over their time at the unit. Many do, and this is helpful in focusing pupils' attention on the importance of the unit's work in preparing them for their return to their mainstream school.

HOW WELL DOES THE UNIT WORK IN PARTNERSHIP WITH PARENTS?

51. Most parents and carers, particularly those whose children are in Years 7 to 9 have very positive views of the work of the unit. These were confirmed by the analysis of the parents' questionnaires, which showed a good return rate, and by those who attended the parents' meeting or were spoken with during the time of the inspection. Parents and

carers are impressed by the way they are kept informed of their children's progress, the way the unit works closely with them and the continued support their children receive when they return to their mainstream schools.

52. Parents and carers of pupils in Years 7 to 9 receive daily progress reports during the first week after admission and weekly reports thereafter until pupils return to their mainstream schools. Those with children in Years 10 and 11 receive reports at the end of each term that are detailed and informative. They are encouraged to comment on them and many do. The unit's prospectus and the annual report are of very good quality. The annual report provides detailed information about pupils, pupil transfers to mainstream schools and other information on the success of re-integration back to the mainstream schools. Information on many aspects of pupils' return is methodically collected and analysed and this provides a comprehensive report on the quality of the provision. It is an exemplar for other equivalent units. The frequent telephone contact and the programme of home visits are important contributors to the very effective relationship that has been established between staff and parents and carers.
53. As a consequence, the impact of parents' and carers' involvement on the work of the unit and the contribution they make to their children's learning at the unit and at home is positive. This is especially so for pupils in Years 7 to 9. Although their children do not regularly receive homework and parents are not actively involved in giving financial or other help, they are fully committed to the work of the unit. They show their support by attending parents' meetings and supporting the unit's procedures for improving behaviour and their children's attitude to schools and to their learning. Many see the unit as a 'haven' for their children when all else in the education system has failed them.

HOW WELL IS THE UNIT LED AND MANAGED?

54. In the relatively short period of time he has led the unit, the leadership and management of the headteacher has been very good. He is providing very clear directions as to how the very good quality of the provision for pupils in Years 7 to 9 can be maintained. He has also recognised the need to continue to develop the provision for pupils in Years 10 and 11 so that they are better prepared for life after their time at the unit. Taking part in the national programme of advanced training for headteachers will extend his professional vision and broaden his management skills. This will result in a greater capacity to lead and manage the unit, and to build on his very good start.
55. Day-to-day he is very well supported by each of the six senior teachers, as well as the other staff. However, having six senior teachers of equal authority with no recognised deputy headteacher is potentially cumbersome and does not provide a secure foundation to support the further development of the unit. This is especially so when the headteacher is away.
56. The key issues from the last inspection have been met in full. In part, this is because of the very good support of the head of the pupil referral service and the head of the provision for pupils with special educational needs. The good improvement reflects the shared commitment of all the staff to succeed. This is easily seen through the effort and energy they give to meeting their responsibilities fully, as well as through the high standards they aspire to, both as role models and in the completion of their work.
57. Especially for pupils in Years 7 to 9, the unit's aims are precise and detailed. They provide a very good template for returning pupils to mainstream schools and are fully accepted by the headteachers of the secondary schools the unit serves. For pupils in

Years 10 and 11, the aims are not as clear and because of this the quality of the provision does not meet pupils needs as fully as is the case for the younger pupils.

58. The management committee is well formed and meets its statutory responsibilities well. Since the last inspection, it has more members and is better placed to monitor and evaluate the work of the unit, and to offer advice and guidance on improvement. The management committee has oversight of other linked provision within the authority. This is advantageous because of the very good overview they have of the links between the unit and other related provision. It makes a good contribution ensuring the plan for improvement is a good document.
59. The procedures for monitoring and evaluating the quality of teaching are beginning to operate. Those for appraising the work and the professional needs of staff have also been recently formulated. Both have been operating for too little time to make a significant contribution to improving the quality of the work of the unit. This is changing, as the headteacher fully accepts the principle of target setting as a meaningful procedure to promote development. He is working hard to incorporate targets into the unit's routines and procedures as a vehicle for promoting improvement.
60. The small size of the staff and the very good relationships they have with each other substantially negates the requirement of a formal programme of induction as an aid to helping new staff become quickly effective in their roles. Nevertheless, operating procedures that are more formal, which include setting agreed targets, will be of benefit, if only because newly appointed staff will be able to recognise the progress they are making against the agreed criteria.
61. Since the last inspection, pupils' individual education plans and behaviour support plans have improved and are providing better guidance for lesson planning. Information on pupils' success against their targets is well presented at end of day meetings. Targets are regularly and rapidly changed to help guide the continued development of academic learning and the improvement of personal and social skills, especially behaviour.

Staffing, accommodation and learning resources

62. The generous pupil-teacher ratio promotes a good match between the curriculum and the needs of pupils. This is especially so for pupils in Years 7 to 9. Teachers with specialist knowledge are teaching more lessons in their subjects than is the case in many equivalent units, for example, for English, science, information and communication technology, art and outdoor activities, contributing to the good and better quality of the work seen in these subjects.
63. The number of behaviour support assistants is appropriate. As a group they are very skilled and experienced. They are very effective when they join with teachers in the lessons in the unit and also provide expert support that is very beneficial to the pupils who are returning to mainstream schools, and to their teachers.
64. The accommodation is very good. It is better than is the case for most units who seek to return pupils to mainstream schools after a short stay. For pupils in Years 7 to 9 their curriculum is taught without any disadvantage imposed by deficiencies in the accommodation. However, for pupils in Years 10 and 11 the aims are different. They spend much longer at the unit and for these pupils the accommodation does impose limitations on what can be taught. This weakness is exacerbated by too little use of the provision available in local colleges of further education and the linked secondary schools. As a consequence, the range of the curriculum, and of nationally accredited

awards that they can take, is less than is the case for many other equivalent units.

65. There are a good number of classrooms of good size. The hall is used very well as a base to meet and greet students in the morning and for using the computers for Success Maker and recreation at lunchtimes. The dedicated rooms for science, art and design and technology are good, and the information and communication suite is very good. The library is satisfactory. The good weight training room is under used, possibly because of the absence of showering facilities. There are no specialist facilities for the teaching of music or physical education. Lessons in outdoor activities benefit from the excellent use made of local facilities. The high standard of cleanliness and the numerous displays of many subjects make the interior colourful and organised and a very good environment for learning.
66. In most subjects, resources are satisfactory. They are very good in information and communication technology, which includes good access to the Internet. They are very good for outdoor education. Success Maker is used very well to promote gains in literacy and numeracy, although information and communication technology is not used as well in promoting learning in the other subjects because of the limited range of resources, such as CD ROMS and dedicated programs.

Efficiency

67. On a day-to-day basis the work of the unit is well supported by good financial planning. The chronic lateness by the local authority in identifying the annual budget makes long term financial planning difficult. In addition, there is no facility to carry forward any money and this acts to limit the planning of new developments because it is not possible to know whether they can be financed or not. The management committee receives an annual report on the quality of the provision that is sufficiently detailed to provide good help in making informed decisions.
68. The resources of the centre, both human and financial are well managed. For example, deployment of staff to mainstream schools to support pupils who are being re-integrated is carefully organised to minimise travel time so that staff spend more time helping pupils.
69. The administrative assistant handles the budget very well. She uses the latest technology to prepare monthly budget returns, which quickly identify any area of potential overspend. Computers are used very well to keep records of pupils' work and the experiences they have at the unit. These records provide detailed information for the annual report and support pupils' return to mainstream school very well.
70. Grants for specific purposes make up a sizeable part of the budget. These are being used well. For example, most recently, staff have benefited from Standards Funding through attendance at the national training for numeracy, and this has contributed to the good standards seen for pupils in Years 7 to 9. Money gained from the National Grid for Learning has been well used in upgrading and extended hardware and software in information and communication technology, which in turn has contributed to the very good standards seen in this subject.
71. Money is prudently spent and the procedures that account for this are very good. The headteacher closely follows the local authority's spending policy. The value for money is good because of the good quality of teaching and learning, the meaningful support that is provided to many secondary schools and the way in which disaffected pupils are returned to their mainstream schools with much improved attitudes. The management

committee will agree this judgement when they apply all the principles of best value in comparing the quality of the unit's provision with that of other equivalent units.

WHAT SHOULD THE UNIT DO TO IMPROVE FURTHER?

72. The management committee and the headteacher should:

- continue to develop the curriculum for pupils in Years 10 and 11 by
 - ◇ increasing taught time so that it is equivalent to that for pupils in mainstream schools; (Paras 21, 33)
 - ◇ having pupils appropriate take courses in mainstream schools and colleges of further education; (Paras 33, 40, 64)
 - ◇ providing opportunities to demonstrate the full extent of learning by taking relevant national awards. (Paras 33, 64)
- reconcile the temporary nature of the management structure to include the appointment of a deputy headteacher. (Para 56)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	35
Number of discussions with staff, governors, other adults and pupils	24

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	14	14	6	0	0	0
Percentage	2.8	40.0	40.0	17.2	0.0	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 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	47*

* In addition 56 pupils were supported in mainstream secondary schools.

Special educational needs	No of pupils
Number of pupils with statements of special educational needs	7
Number of pupils on the unit's special educational needs register	47

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

Attendance

Authorised absence

	%
Unit data	2.0

Unauthorised absence

	%
Unit data	15.3

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	0
White	38
Any other minority ethnic group	7

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	2	1
Black – African heritage	0	0
Black – other	2	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	17	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: Y7 – Y11

Total number of qualified teachers (FTE)	11.7
Number of pupils per qualified teacher	4.2*

FTE means full-time equivalent.

** Is not adjusted for the time teachers spend in mainstream schools supporting the re-integration of pupils in Year 7 to 9.*

Education support staff: Y7 – Y11

Total number of education support staff	7
Total aggregate hours worked per week	198

Financial information

Financial year	2001-2002
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	£
Total income	578992
Total expenditure	578992
Expenditure per pupil	11816
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
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)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	47
Number of questionnaires returned	19

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	42	47	11	0	0
My child is making good progress in school.	56	39	6	0	0
Behaviour in the school is good.	37	37	16	5	5
My child gets the right amount of work to do at home.	6	38	31	25	0
The teaching is good.	68	26	0	0	5
I am kept well informed about how my child is getting on.	84	16	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	79	21	0	0	0
The school expects my child to work hard and achieve his or her best.	84	16	0	0	0
The school works closely with parents.	68	33	0	0	0
The school is well led and managed.	79	21	0	0	0
The school is helping my child become mature and responsible.	67	33	0	0	0
The school provides an interesting range of activities outside lessons.	84	16	0	0	0

Other issues raised by parents

No issues were raised by parents.