

INSPECTION REPORT

THE PRIORY CENTRE

Wakefield

LEA area: Wakefield

Unique reference number: 130981

Acting Headteacher: Lesley Boyd

Reporting inspector: Katharine Halifax
25439

Dates of inspection: 7th – 9th October 2002

Inspection number: 249509

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

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INFORMATION ABOUT THE UNIT

Type of school:	Community
School category:	Pupil Referral Unit
Age range of pupils:	11 to 14 years
Gender of pupils:	Mixed
Unit address:	Pontefract Road Crofton Wakefield
Postcode:	WF4 1LL
Telephone number:	01924 303955
Fax number:	01924 303959
Appropriate authority:	The Local Education Authority
Name of responsible officer	Mr J. Winter
Date of previous inspection:	26 th - 27 th June 2001

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
25439	Katharine Halifax	Registered inspector	English Geography French Music Citizenship	The characteristics and effectiveness of the unit The unit's results and pupils' achievements Teaching and learning Leadership and management Key issues for action
8937	Howard Allen	Lay inspector	Equal opportunities	Pupils' attitudes, behaviour and personal development Pupils' welfare, health and safety Partnership with parents and carers
19386	Dr Trevor Watts	Team inspector	Science Art and design Design and technology Physical education Special Educational needs	Quality and range of opportunities for learning
27429	Margaret Smith	Team inspector	Mathematics Information and communication technology History Religious education Personal, social and health education	

The inspection contractor was:

Penta International
Upperton House
The Avenue
Eastbourne
BN21 3YB

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE UNIT

The Priory Centre is a pupil referral unit catering for up to 28 full-time and 7 part-time pupils from Years 7, 8 and 9 who have been excluded, or are in danger of being excluded, from school. Demand for places is high as the number of pupils being excluded from Wakefield schools is rising substantially. The inspection took place at the start of the school year when there were no Year 7 pupils. Pupils come from the whole of the Wakefield district and a wide range of socio-economic backgrounds. The length of stay varies from six weeks to over a year. Of the 22 pupils on roll, three are girls. Two pupils attend part time and a further two are dual registered with another school. Of the current population, six pupils are from one school and five from a second. This has impacted on the organisation of the Centre, necessitating pupils being taught in mixed-age groups so those from the same school can be separated. All pupils are of white European origin and speak English as their main language. All pupils have special educational needs and four have statements of special educational need. For most, their educational needs are of an emotional and behavioural nature and a number of pupils have more complex behavioural needs, others have mental health problems. This number is increasing significantly. On leaving the Centre, though a number of pupils return to mainstream education, the majority transfer to the unit for excluded pupils in Years 10 and 11. Prior to attending the Centre, many pupils have been out of school for long periods of time. Most have a negative attitude to learning, as such their attainment on entry is well below that expected of pupils of this age.

HOW GOOD THE UNIT IS

This is an effective unit. It provides a good quality education. The quality of teaching is good. Pupils who attend regularly achieve well. However, attendance rates are well below the national average. Those who have been at the Centre for a longer period of time show very good improvement in their attitude and behaviour. The numbers of pupils returning to mainstream education or more appropriate provision is increasing when places are available. Leadership by the acting headteacher and senior teacher is strong. Value for money is satisfactory.

What the unit does well

- Pupils who attend regularly achieve well.
- Standards in information and communication technology are above those expected of pupils of this age.
- The quality of teaching is good. Staff are hard working and dedicated. Effective teams have been established. This contributes to a consistent approach so pupils know what is expected of them.
- Most staff manage pupils' behaviour very well, this results in improved conduct and attitudes.
- The leadership and enthusiasm of the acting headteacher and senior teacher has resulted in significant improvement in the provision in a short time.
- Provision for pupils' moral and social development allows them to make good progress in their personal development.
- Systems for ensuring pupils' welfare, health and safety are very good.

What could be improved

- The effectiveness of the management committee.
- The assessment of pupils with additional special educational needs.
- Arrangements for pupils to return to mainstream school when they are ready to do so.
- Pupils' achievements in mathematics.
- Attendance rates are well below the national average.

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

Improvement since the Section 3 inspection in June 2001 is good. Despite numerous staff changes and six headteachers over the past two years, the key issues identified in the last report have been fully addressed by staff at the Centre. Policies to improve pupils' use of literacy and numeracy in other subjects have been developed and are having a significant impact. The planned English programme has been extended well and now provides for continuity in the knowledge and skill pupils acquire. Good assessment systems are in place and are used well when planning further work. In addition, the quality of teaching has improved being good or better in over two thirds of lessons and very good or excellent in one third. Standards in English and information and communication technology have improved. However, the effectiveness of the management committee and the support of local education authority have been variable over the past year. As at the time of the last inspection, the management committee is not fulfilling its strategic role. The rate of improvement has increased significantly in the last six months under the guidance of the acting headteacher. Staff at the Centre have the capacity and enthusiasm to continue to improve at a good rate.

STANDARDS

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

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

Taking account of their previous attainment and special educational needs, pupils who attend regularly make good progress and achieve well in humanities and physical education. Achievement is satisfactory in science, art and design and design and technology. Whilst pupils make good improvement in their mathematical knowledge following a commercial computer program, they do not do as well in mathematics lessons, making achievement overall barely satisfactory. Achievement in information and communication is very good as it is in English and in personal, social and health education. There are no significant differences in the achievements of boys and girls.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the unit	Good. Most pupils demonstrate an improved attitude to school, but many lack confidence in their abilities. Pupils readily join in practical activities where they feel more at ease.
Behaviour, in and out of classrooms	Satisfactory. There is a marked difference in the behaviour of pupils new to the Centre and those who have been there for a greater length of time.
Personal development and relationships	Good overall. Relationships with staff are very good. Pupils begin to trust others but many find it difficult to build relationships and relate positively to their classmates.
Attendance	Though the overall figure is poor, this is partly because this is a small unit and the non-attendance of a few pupils affects the figure significantly. However, the attendance of some other pupils is a cause for concern

TEACHING AND LEARNING

Teaching of pupils:	
Quality of teaching	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching seen was at least satisfactory in all but one lesson. Teaching in English lessons is good, literacy is taught well in other subjects, as is numeracy. The teaching of mathematics and science is satisfactory. Information and communication technology, humanities, food studies and personal, social and health education are taught very well. Teachers plan their lessons well and provide activities that challenge all levels of attainment thus meeting pupils' needs and helping all pupils of abilities to progress. Learning support staff provide valuable assistance in helping pupils to maintain their concentration and coping with their problems. However, sometimes, support staff time is absorbed by pupils with complex behaviour needs. Occasionally, this is at the expense of those with learning difficulties thus slowing their rate of progress. Overall, staff manage pupils' behaviour very well. Pupils who have been at the Centre for a longer period of time make greater gains in the knowledge and skills they acquire because they have a more positive attitude to their work. A small number of pupils, mostly those who are relatively new to the Centre, are reluctant to be in lessons, and, despite the good quality work prepared for them, learn at a slower rate.

OTHER ASPECTS OF THE UNIT

Aspect	Comment
The quality and range of the curriculum	Good. The Centre provides for three specific programmes matched to the differing needs of pupils. Those who are permanently excluded from mainstream schools, those preparing for return to mainstream education and 'Step Out', where pupils are given support for a defined period of time, usually six weeks, to prevent exclusion. Units of work match those taught in mainstream schools to ease pupils' return.
Provision for pupils with special educational needs	Satisfactory. All pupils have suitable individual education plans. Pupils with statements of special educational receive appropriate support within the Centre. However, because of demands on support staff time, some pupils with learning difficulties do not receive the support they need because assessment and support by the local education authority is not always forthcoming.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for pupils' moral and social development is very good and prepares them well for life after school. Whilst there is good provision for pupils appreciation of British cultural heritage, pupils are not well prepared for living in a multi-racial society.
How well the unit cares for its pupils	Very good. Staff know pupils very well and play a significant part in helping them come to terms with their problems. Assessment procedures are good. However, procedures for monitoring attendance need to be improved.

Whilst some pupils have made a successful return to mainstream education, others are ready but are unable to transfer because places are not readily available.

Partnership with parents is satisfactory. Staff contact parents regularly by letter, reports and telephone calls. Teachers report parents think well of the provision. Though staff endeavour to include parents in their child's education, many parents have difficulties getting to the Centre.

HOW WELL THE UNIT IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The energy and vision of the acting headteacher and senior teacher provide inspiration and confidence for their colleagues. Both lead the school very well whilst recognising the need for further training.
How well the management committee fulfils its responsibilities	Unsatisfactory. The management committee has only very recently reconvened and has not given adequate support and advice in recent months.
The unit's evaluation of its performance	Satisfactory. Some systems are in place to measure the effectiveness of the provision, but need extending. Managers and teaching staff are beginning to apply the principles of best value in consulting interested parties and setting targets for improvement. Procedures to compare the provision to similar settings are yet to be developed.
The strategic use of resources	Good use is made accommodation, human resources and equipment.
Staffing, accommodation and learning resources	Good overall. The accommodation is very good and contributes to the quality of education. There is sufficient equipment to teach all subjects. The Centre has the recommended number of teachers and learning support staff. However, because of the increase in pupils with more complex and severe emotional and behavioural difficulties, support staff are stretched to meet these needs.

PARENTS' AND CARERS' VIEWS OF THE UNIT

Thirty questionnaires were sent out to parents and carers, and invitations were extended to meet with the inspection team on two separate occasions. However, there were no responses to the parents' survey and only one parent attended a meeting. She spoke very favourably about her dealings with the unit.

- She receives lots of phone calls giving her support and details of progress
- She receives letters telling her what is happening
- She thinks the staff are very good and know her child well
- She finds evening meetings difficult because of collecting younger children from school.

PART B: COMMENTARY

1. Where the report makes comment about progress since the last inspection, this is against the 2001 Section 3(1) of the Education (Schools) Act 1992 inspection report, which is deemed a Section 10 inspection under the same act, and which judged that the unit no longer requires special measures. The previous report did not report on all aspects, so it is not always possible to remark on improvement since the last inspection.

HOW HIGH ARE STANDARDS?

The unit's results and pupils' achievements

2. Standards and pupils' achievements in **English** have improved significantly since the last inspection. This is partly attributable to the subject manager, an increase in the amount of time allocated to the teaching of English and the very successful way in which a computerised spelling and reading programme is used. When **speaking and listening**, the majority of pupils show confidence and make sensible contributions to discussions. However, in their eagerness to express their ideas, some interrupt others with few waiting their turn to speak. Some progress is being made in this area of learning because teachers now regularly use strategies such as the 'conference table' where pupils are expected to sit around a table, making eye contact when someone is speaking and waiting their turn to add their contribution. When recounting activities, for example, reporting an investigation in science, pupils make themselves understood, but struggle for the appropriate vocabulary. Pupils of all abilities increase their skills significantly through drama. They realise that body language and expressions convey meaning and respond accordingly. With practice, they acquire suitable vocabulary and develop skills such as when and how to be assertive, and how to negotiate without becoming aggressive.

3. Pupils achieve well in **reading**. Most have been reluctant to read and write and lack confidence in their abilities. However, the introduction of 'Reading Quest', a high quality challenge produced by the English teacher, has resulted in many pupils beginning to enjoy reading. Through the Quest they read suitable texts, complete a book review and have produced colourful dust covers for a novel of their choice, including a short synopsis of the story. Higher attaining pupils have achieved their silver award researching the life of a well-known person and producing a short biography, writing their autobiography and rewriting the beginning of a novel. Pupils report they enjoy the Quest. As a group, they study a set text, for example Shakespeare's *Macbeth*, retelling parts of the story, comparing characters and using information retrieval skills to research the Globe Theatre and life at the time of Shakespeare. Whilst a few pupils are fluent readers, many struggle to read new vocabulary and look for adult support. Most pupils are able to answer questions on what they have read. Higher attaining pupils understand hidden meaning. When studying the media, they say which of two texts is more informative, which is most interesting and which appeals to them.

4. In **writing**, spelling is improving because of regular practice. Satisfactory progress is made in grammar and punctuation. However, handwriting is unsatisfactory and an area for development. Very few pupils write using joint script. Some pupils still reverse their letters and use capitals in the middle of words. Pupils prefer to write using word processors to draft and improve their work. However, staff recognise pupils need to improve their handwriting to prepare them for occasions such as submitting a handwritten letter as an application for work. Pupils write for a number of purposes. They have produced letters and poems. As part of their study of *Macbeth*, pupils have produced authentic looking parchment letters written from *Macbeth* to his lady. Though pupils generally lack imagination in their writing, on this occasion pupils chose vocabulary carefully to make sure their writing was interesting "I am returning from a victorious battle". Pupils make good progress towards their individual literacy

targets. All are gaining a good understanding of the use of full stops and capital letters through the 'Centre target' that is referred to by most staff in other subjects.

5. Pupils' achievements are barely satisfactory in **mathematics**. Though many make good gains in numeracy through a computerised programme, they do not make the same gains in mathematics lessons. This is partly because the timing of lessons could be better and partly because of a lack of specialist teaching. This is a decline since the last inspection when pupils were judged to make particularly good progress in mathematics. Pupils make satisfactory progress in mathematics in lessons that are well planned. They do well in mental mathematics where the pace is fast. However, they do less well in the main part of the lesson when instructions and explanations are not always full so some pupils do not understand what is expected of them. Most times, the whole class work together on problems, entering the correct result onto the worksheet. This makes it difficult to judge individual progress. Much of the work in books is incomplete. This was mirrored in the lessons observed when few pupils completed their tasks. Little evidence was seen of problem solving and presenting data in a variety of forms were seen in mathematics books.

6. Achievement in **science** is satisfactory. This subject was not reported in the previous inspection. Pupils have a satisfactory knowledge of living things, materials and their properties and physical processes. Pupils benefit from an interesting programme with a good emphasis on meaningful practical work, for example the effects of pollution. As a result pupils are familiar with setting up an investigation. They make sensible predictions, for example when discussing what they consider will happen to an assortment of household litter that is to remain buried for three weeks. Some pupils make use of previous knowledge, this was seen in a lesson investigating how to get rid of oil pollution at sea when one pupil recalled his work in geography and questioned the effects of the tides. Most pupils realise the importance of approaching investigations in a systematic way and the need to be aware of health and safety issues. Many pupils find recording their findings difficult. Nevertheless, the scrutiny of work shows staff have provided helpful guidance and activities such providing an outline report with specialist vocabulary, tasks completing missing words, and compiling lists and tables. These activities contribute to pupils' progress in numeracy and literacy.

7. Pupils' achievements in **art and design**, and in **design and technology** are satisfactory. There is considerable overlap in the content of the two subjects, especially in the design aspect. In art and design lessons, on occasions, pupils are given too much help with their designs, so they do not develop their own ideas. Nevertheless, pupils have made good gains in three-dimensional work, including clay pots, and making layered 'decoupage' versions of famous paintings by, for example, Andy Warhol and Roy Lichtenstein. When making cabinets from cardboard boxes and wooden strips, pupils understand the need to be careful when using hand tools such as craft knives, drills and glue guns. They plan, measure and attach the supports, doors, locks and hinges, and decorations. However, because of the emphasis on three-dimensional work, pupils have limited skills in using different media such as paints and brushes, chalk, charcoal, felt tips, ink and pencils. The range of techniques is also limited: pupils have gained few skills in blending colours, in sketching, in printing, or in making collage displays from a variety of textiles.

8. In **design and technology** lessons, pupils improve planning their projects and increase their skills, although on occasions they are given too much guidance on how to carry out a piece of work. Pupils successfully transfer their knowledge to other subjects. For example, they have designed and made various types and shapes of model volcanoes using papier-mache. Using the models, they have conducted scientific investigations using simple chemicals to create different kinds of 'lava' eruptions. After designing and making a game of 'snakes and ladders' using materials such as card and paper for the board, straws and toothpicks for the ladders, and clay for the snakes, pupils used their game to help improve

their behaviour. Helping a friend, or not swearing, for example, allowed a move up a ladder. However, leaving the room, or not working, resulted in sliding down a snake. Pupils become increasingly confident using hand tools such as hammers, tenon saws, clamps, drills and screwdrivers safely. All are proud of their finished product and report how they carefully drew, cut, smoothed, painted and varnished, for example, wind chimes that hang from wooden structures such as an aeroplane or a figure of Bart Simpson. In the **food studies** element of the subject, pupils acquire a basic understanding of the value of different foods. They plan a balanced meal, and cook a range of small cakes, pastries and savouries. Equipment such as knives, mixers, and cookers, are used properly and safely.

9. Pupils achieve very well in **information and communication technology** as a result of very good, well planned teaching and very good resources. This is very good improvement since the last inspection. The emphasis is on the use of new technology to improve learning, and present information. Pupils operate word processors to write or correct letters, changing the size and type of font, using drop down menus and dialogue boxes. They use desk top publishing to produce posters, illustrate poems, and create a personal profile, importing, resizing, moving, and framing pictures and photographs, then adding text, using text boxes. Pupils begin to recognise how colour and style are used for maximum impact. They use computers for presentations, achieving a standard above that expected of any pupils in Year 9. The use of sound, pictures and animation, as well as humour, to interpret poems, is impressive. Photographs of pupils making presentations to fellow pupils demonstrate confidence, assurance, and pride in their work. All use digital cameras to record their work. Though pupils work independently, staff are very aware of Internet safety, and access is carefully monitored. The commercial program used to improve literacy and numeracy increases computer confidence and independence.

10. Achievement in the **geography** element of a well-planned **humanities** curriculum is very good. Pupils showed very good recall of past learning as they labelled all parts of a volcano, discussed lava flow and its effect on the shape of the volcano. They use specific vocabulary correctly, and explain terms such as 'dormant', 'active', 'extinct', 'volcanic bombs', 'magma' and 'vents'. They know where in the world volcanoes are to be found, and have used the Internet to find information and shared this with the class. Written work is good and well illustrated by hand. As part of the **religious education** element, pupils have considered the rights of human beings. They have a knowledge of the Ten Commandments and have produced their own modern day version. In **history**, pupils made good use of various sources of evidence when researching the sighting of aliens in the Roswell Mystery of July 1947. They recognise that historical evidence can be found in, for example, video, photographs, newspaper articles of the time and the Internet. Following their research, pupils used desk-top publishing to produce their own newspaper article arguing the case for or against the existence of aliens, hoping to persuade the reader to accept their point of view.

11. As at the time of the last inspection, pupils achieve well in **physical education** because of skilled teaching and access to a wide range of activities. They listen to instructions, and most try to follow them, especially where safety is concerned. Pupils enjoy the competitive spirit of games and make good gains in their skills. Most recognise teamwork and a non-selfish attitude is needed to succeed. When canoeing, pupils understand the need to be aware of water safety. Most paddle in straight line, with many progressing to more complex moves such as turning in circles or paddling backwards and sideways. A good number are able to turn the canoe over and swim to the shore without panicking, even though the water is very cold. Many pupils achieve nationally recognised awards in this activity. Through occasional visits to the swimming pool, pupils improve their skills, swimming well using different strokes, and having the confidence to float and tread water. Groups of pupils have experienced climbing on an indoor wall, using correct grips, and learning how to be safe. Other pupils have taken part in rugby, orienteering and badminton, raising their

awareness of the sports, but not for long enough to develop their skills. A major benefit of the physical education programme is the motivation that pupils gain from finding they can succeed.

12. Achievement in **personal, social and health education** is, as at the time of the last inspection, very good. The effectiveness of the programme is clearly seen in the personal development of pupils. The longer they have been in the Centre, greater the progress in personal and social development. Pupils are aware of the effects of drugs, how to say 'no', how to deal with bullying, and why people bully. From the short course for new pupils, pupils begin to understand rules and expectations, facts about exclusion, why they should 'come clean' and what they must consider about their future. As a result pupils begin to interact with others, use appropriate language and show respect. During personal, social and health education lessons, they learn strategies which help them to cope with problems and manage their own behaviour. More importantly, they develop an understanding of their behaviour, the behaviour of other people, motivations, and consequences. They articulate, and justify their responses to given scenarios. Pupils know why it is important to manage their anger and explain the techniques they use to control their own temper, and support others to do the same. Pupils, who have been in the Centre for some time, assess their own performance, accept failure as well as success, and know that change is possible. One pupil said that it was such lessons that had prepared him for his return to mainstream education. He is confident that he can now cope, and will not repeat the behaviour which resulted in his exclusion.

Pupils' attitudes, values and personal development

13. The majority of pupils enjoy attending the Centre. However, a small number are persistent non-attendees. Of pupils who attend regularly, in most lessons, they try hard and are able to maintain concentration for long periods when they find the subject interesting. This represents good progress since the last inspection. Pupils' attitude to learning is less good when they lack confidence in their ability or if there has been tension between pupils before school started. During the inspection many pupils took great pride in showing their work to visitors and were seen working independently before lessons started or during break times on topics that interested them, such as art.

14. Pupils' behaviour is, overall, satisfactory both in class and around the Centre. Most pupils have a clear understanding of right from wrong and respond appropriately much of the time. Incidents of poor behaviour are usually restricted to individual outbursts, though not directed at fellow pupils, they are, nevertheless disruptive. On a couple of occasions, the behaviour management strategies used by some staff were inappropriate and resulted in a few pupils disrupting lessons and affecting the progress of others in the group. Very few incidents of bullying or oppressive behaviour were seen. The high number of fixed term exclusions that occurred last year took place during a period of high staff turnover and when the Centre was full to capacity. The number of exclusions has decreased this year. In all cases the exclusions were appropriate, reflecting the seriousness of the few incidents that occurred.

15. Pupils' personal and social development is good, representing satisfactory progress since the last inspection. Pupils form very good relationships with the staff who are responsible for them and most are welcoming to visitors. There is a good atmosphere at the start of the day during the breakfast club when pupils and staff meet socially and discuss what they did the previous evening and what the day has in store. Some pupils choose to work quietly in another room at this time and this is respected by others. In some lessons, because pupils are given opportunities to work co-operatively, they help each other and usually respect each other's need to concentrate by being quiet. Inevitably pupils have to face

disappointment, most cope well. One such example was when, following a canoe test, only one of the group failed to make the grade. He listened politely whilst his fellow pupils congratulated each other and chatted excitedly. He, very philosophically, observed, "There's always another time". Pupils improve their social skills well because lunchtime is used creatively for the purpose, both in the dining hall and during organised activities such as football.

16. The level of pupils' attendance at 74 percent is poor compared to the national average. Though the number of pupils on roll is small and the very poor attendance of a few significantly affects the attendance figure, the attendance of many other pupils is barely satisfactory.

HOW WELL ARE PUPILS TAUGHT?

17. The quality of teaching seen ranged from unsatisfactory to excellent being good overall, thus maintaining the position reported last time. There has been good improvement in the high percentage of good or better teaching seen in this inspection. Teaching is good because teachers plan their work effectively, use enterprising strategies, manage pupils' behaviour very well and work closely with support staff.

18. However, despite well-planned lessons and the skilled use of a very wide range of strategies, some pupils are not yet ready to settle to work. They are reluctant to learn and determined to cause disruption. A few of these are pupils relatively new to the Centre who do not have the same loyalty as those who have been there longer, or those with mental health problems or complex behavioural difficulties. In these lessons, learning does not reflect the quality of teaching. One such occasion was an outdoor physical education lesson. In this lesson, the teacher provided challenging activities and followed the Centre behaviour policy to the letter. When it became evident pupils were determined not to learn the teacher sensibly stopped the lesson, taking the pupils indoors and spending time explaining and discussing the consequences of inappropriate behaviour. Suitably chided, the group was well behaved the following day during a further physical education lesson and made good progress in acquiring new skills.

19. Teachers' planning is good. It clearly identifies activities and outlines the knowledge and skill pupils will acquire each lesson. The level of challenge has improved since the last inspection and is now mostly well matched to pupils' abilities, thus allowing progress. Lessons in most subjects begin with a clear instructions and explanations so pupils know what is expected of them. Most teachers are adopting the national strategy for this age group well. This is particularly so in English and is reflected in pupils' achievements. Teachers expect pupils to use their knowledge of numeracy and literacy in other subjects. For example, pupils noted the need to measure accurately as they dispensed 10ml of crude oil into each of one of half a dozen beakers in order for their science investigation to be a fair test. Others applied their knowledge of number in food studies when they compared the percentage of meat in each of the products they tasted. Skill in reading and writing is successfully fostered in other subjects, for example information and communication technology and design and technology, as teachers expect pupils to read worksheets, use books and CD ROM to research information, and to record their findings, wherever possible writing independently.

20. Teachers use a good range of teaching methods and share good practice with their colleagues. Recognising that pupils have become discontented with education at their previous schools, they think of imaginative ways to gain pupils' interest. This was seen in a humanities lesson. Pupils studying volcanoes recalled previous learning accurately and predicted volcanic activity, when through skilful questioning and the use of basic science, the teacher caused the volcanoes to erupt. Pupils were similarly fascinated in a science lesson investigating the effects of oil pollution when the teacher produced a pheasant's wing to demonstrate water resistance and the effect of oil and detergent. Teachers realise many pupils have very limited concentration, so plan contingency activities. This was the case in a personal, social and health education lesson when pupils had demonstrated intense concentration and dealt with their own discomfort when discussing prejudice. As their contributions to the discussion ceased and pupils became restless during a further activity the teacher produced their workbooks on 'feelings'. Pupils' attention was suitably gained, and they settled to their written task.

21. Teachers work hard to settle pupils. When pupils arrive in a boisterous or aggressive mood, for example following problems at home, staff gently cajole and persuade them using every technique they can to avoid confrontation in order to maintain an atmosphere conducive to work. In most lessons, pupils' behaviour is managed very well, allowing others in the group to get on with their work. Expectations of behaviour are emphasised at the start of each lesson as pupils are reminded of classroom rules. Staff are very flexible, adjusting to their group and the disposition of pupils on arrival. This was seen in an English lesson when, sensing the mood of the pupils, the teacher sensibly changed the order of activities so pupils quickly knuckled down to a written activity, leaving the class discussion until the end of the lesson when they were more settled.

22. Staff respect pupils and expect them to do so in return. Swearing, sexual innuendo and inappropriate conversations are not tolerated. Immediately swearing is heard, staff quickly interject with "Inappropriate language". On most occasions this is successful. If pupils persist further warnings result in the pupil losing reward points and being removed from the lesson for a short time so others may continue undisturbed.

23. Teachers and learning support staff work well together. Joint planning and a consistent approach gives pupils confidence and fosters a realisation that standards must be maintained throughout the Centre. Staff suitably reinforce and praise acceptable and thoughtful behaviour. Remarks such as "Thank you for staying in your area" and "Thank you for allowing B. to sit in that seat" highlight examples of respect and appropriate behaviour to encourage other pupils and to improve self-esteem. The considerable skills of support staff are used to full effect in helping pupils with complex behavioural needs maintain concentration and meet their targets. However, because of the increasing numbers of such pupils, this is sometimes at the expense of being able to provide support for pupils with learning needs. Individual skills such as working with computers and counselling make a considerable contribution to pupils' achievements.

24. All lessons end with a review of pupils' behaviour and success in meeting their individual targets. Where this is most successful, teachers expect pupils to be realistic and agree whether they have met their target, such as 'to stay in my own space' or 'not to call out'. Most pupils make a reasonable suggestion for scores for meeting their targets as well as scores for 'respect', 'attitude' and 'punctuality', some can be quite harsh with themselves and with others. Where teaching is particularly good, pupils also consider what they have learned and identify the progress they have made.

25. In a very small number of lessons teachers' instructions were not always clear, so pupils were uncertain what was expected of them. In addition, on a couple of occasions, pupils' behaviour was not managed effectively so learning was limited. However, this was not reflected when points were awarded at the end of the lesson. Pupils were given more reward points than they warranted, thus devaluing the system. In other lessons staff gave pupils too much assistance. For example, in art and design when one pupil requested "Do me some of those fantastic twiddly bits", the teacher immediately did so instead of encouraging the pupil to extend her skill by attempting the designs for herself. Similarly in another lesson, a member of the support staff prevented pupils from speeding up their recognition of larger numbers by pointing to the numbers on the bingo card.

26. In the lessons where teaching was very good or excellent, staff had high expectations of pupils' behaviour and the work they would produce. Very good resources were used very effectively so pupils learned a number of new skills. This was so in an information and communication lesson where pupils had to demonstrate the correct layout for a letter. The very considerable knowledge of the teacher was shared with pupils through a very professional computerised presentation. Skilful questioning drew on pupils' previous learning so by the end of the lesson, pupils had produced a letter and were comfortable editing their work and changing fonts. Through additional challenge, higher attaining pupils became familiar with the tab key and were able to justify their work.

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

27. The curriculum is good and relevant to pupils' needs. Overall, improvement since the last inspection has been good. There has been a significant increase in the hours pupils attend with supervised time meeting that recommended for this age group. This is to be discussed further in January. There is now a carefully planned programme of what is to be taught in English, with all pupils having well focused lessons in the subject each week. The plan of what should be taught in mathematics is being developed. Though mathematics is taught using national guidelines, these have not yet been fully adapted to meet the needs of all pupils. Nevertheless, alongside literacy, pupils' skills in numeracy are promoted very effectively in other subjects. For example, in food studies, pupils weigh and measure ingredients and work out timings. They read the ingredients for their sausage rolls, completed a sheet comparing different brands using key vocabulary such as 'spicy', 'meaty', and 'peppery', then compiled a 'star' diagram to show the results of their tasting. The teaching of English and mathematics is especially well supported by the frequent structured use of a commercial computer program under the guidance of a very capable support assistant.

28. In addition to the required curriculum, pupils have the opportunity to study additional subjects such as art and design, design and technology and humanities. Carefully planned programmes reflect the topics studied by mainstream schools to ease pupils' return. All pupils undertake some form of physical education each week, with indoor and outdoor activities around the Centre and numerous opportunities to take part in outdoor and adventurous activities such as canoeing and climbing. Conscious of the very small number of girls, staff check they are happy with the activities on offer. Though most of the girls are comfortable playing football, one was not happy, but willing to play rounders, so the programme was changed to accommodate all. Most subjects are made more interesting by visits to outside places such as a tropical environment in Leeds and an industrial centre near Rotherham.

29. Suitably tailored programmes are planned for each of the three specific groups. For example, pupils who are at the Centre for a limited time follow a suitable short course in information and communication technology. This teaches, assesses and records progress through basic computer skills in order to ensure that they have the tools to achieve well in the subject on their return to mainstream education. The Centre aims to return pupils to mainstream education wherever possible. However, this is only partially successful as places are not being made available in the local secondary schools. Though Centre staff are skilled and a number of pupils are ready to return, some schools are unwilling to trust the assessment of how ready pupils are to re-integrate. This reduces the educational opportunities available to such pupils, especially with regard to gaining nationally recognised qualifications. In addition, a number of pupils with more complex needs who, it is recognised, will not cope with mainstream education have been awaiting more suitable placement for a considerable time.

30. The programme for pupils' personal and social development is very good and, in addition to specific lessons about health and hygiene, sex education and drugs misuse awareness, and tutor time, provides very good incidental teaching, for example following incidents of inappropriate behaviour. A suitable programme increasing pupils' awareness of their rights and duties as citizens has recently been introduced. The importance of careers education is being raised successfully with pupils. Through activities such as a 'Careers Convention' and the use of visiting speakers, pupils are hopeful about their future. One positive outcome of this was when, following a talk by a garage mechanic, two pupils made enquiries about casual weekend work and, for the first time in their school career, considered themselves capable of gaining paid employment.

31. Overall, provision for pupils' spiritual, moral, social and cultural development is good, leading to good progress in personal development. The spirit of the Centre allows pupils to grow in self-esteem and successfully fosters a sense of community and pride. Teachers and support assistants treat pupils with respect and value their contributions in and out of lessons. Success is celebrated, and special effort recognised, verbally, and with certificates. In one lesson, one pupil received full points for his work with computers, and, because this was unusual for him, the rest of the group applauded spontaneously. Pupils are asked, at the end of every lesson, to consider if they have shown respect to adults and to their peers. Teachers create memorable moments of awe, or excitement, in their lessons, for example the action of a drop of water on a bird's wing, and the eruptions of papier-mache volcanoes. Pupils are encouraged to support and show concern for each other. For example, when one pupil reported he had not earned enough points to take part in a particular activity, two others immediately began explaining to him just how he could remedy this in the next few days. Another described how he had managed to 'talk down', a fellow pupil who was on the point of losing control of his temper. Religious education contributes to pupils' understanding of other faiths and celebrations, through the exploration of topics such as pilgrimage, festivals of light, and creation stories.

32. Pupils have a clear knowledge and understanding of right from wrong, even when they find it difficult to act on that knowledge. Staff provide very good examples of fairness, consistency, and integrity. They have high expectations of pupils, encouraging them to reflect on their own behaviour in the light of its impact on others. Excellent displays reinforce the Centre's values and provide constant reminders of rules and expectations. The consistently applied behaviour programme teaches pupils to be aware of the consequences of their actions. The well-planned assemblies are thought provoking. For example, in one assembly, pupils were led from a fictional example of prejudice, through a local example, to an awareness of their own reactions to difference.

33. Provision for social development is very good. Pupils are expected to take responsibility when they arrive each morning by putting 'forbiddens' such as cigarettes and mobile telephones in their 'amnesty bags', so they are out of temptation's way. In lessons, they are given opportunities to collaborate, working in pairs or groups, for example in food studies, personal and social education and outdoor games. Pupils learn to relate to others. In one lesson observed, they showed, that they clearly understood the difference between aggressive and assertive behaviour. One pupil, soon to return to mainstream school, said he was really looking forward to returning to mainstream education. He felt that in his time at the Centre, he had learned strategies for coping with stress and for managing his behaviour. Pupils learn to consider their role in the wider community. They collect for the 'Shoebox Appeal' and raise money for cancer charities through a 'Readathon'. One pupil took the initiative of writing to the BBC for information for raising money for Children in Need.

34. Displays reflect learning about human rights, protecting the environment, recycling and conservation. Anti-bullying posters, produced by pupils, tell why people bully, as well as give advice on what to do if you are bullied. Pupils benefit greatly from regular one to one sessions with experienced and skilled staff to talk over successes and failures, and to give provide the opportunity to raise issues or problems in private. On such occasions, staff focus on positive aspects such as what pupils have done well, as well as attempting to resolve any difficulties they may be experiencing. There is a clear understanding that every pupil starts each new day with a clean slate. When given responsibility, pupils respond well, for example re-arranging the room in a personal, social and health education lesson. Staff suitably recognise pupils could be given more opportunities to take initiative and responsibility in order to establish greater levels of trust, self confidence and further build self esteem.

35. The emphasis on pupils' cultural development, while being satisfactory, nevertheless gives insufficient prominence to the diversity of culture and tradition to prepare pupils adequately for life in a multi-cultural society. Pupils do however, become aware of some cultures and traditions through religious education, art and design, and humanities lessons. They learn about their own heritage from the study of a range of texts such as Shakespeare's Macbeth, and poetry, including Wilfred Owen's war poems. Art makes a good contribution to pupils' cultural development, as they learn to paint in the style of other artists, such as the coloured blocks of Piet Mondrian; or when designing, making and painting African masks. An understanding of the art of Navajo Indians has been successfully fostered through the creation of a giant 'dreamcatcher' using a large bamboo circle decorated like a web with leaves, feathers and shiny papers.

HOW WELL DOES THE UNIT CARE FOR ITS PUPILS?

36. This is a very caring unit where the highest priority is given to the care and well-being of pupils. Procedures for child protection and for ensuring pupils' welfare are very good overall. Pupils report they feel safe, that someone listens to them and they are grateful for a second chance. Appropriate procedures are in place for such as fire evacuation and electrical appliance testing, and some risk assessments have been done in relation to sports activities. Though policies are being updated, some are out of date and do not reflect some of the very good practice. The staff handbook requires updating to ensure all staff have sufficient guidance on the full range of health, safety and welfare matters. This aspect was not included in previous report so it is not possible to comment on improvement.

37. All staff know all the pupils in their charge very well and are usually able to respond very effectively if it is clear pupils are feeling unhappy or just having an off-day. There are daily discussions at the end of each day, and staff are expected to record details of progress or concerns. These are suitably retained in pupils' personal files. As much information as possible is now collated when they join the Centre and this allows staff to better understand

the difficulties any pupil is having to cope with. As a result pupils feel they are understood. Teaching staff are well supported by some very capable learning support assistants. Together they provide excellent pastoral support for all pupils and contribute to progress. Staff keep detailed records and set appropriate targets for pupils. There are good opportunities for pupils to reflect on positive behaviour and make improvements through the personal, social and health education lessons and group activities such as team games. Some lessons are planned so pupils are given responsibilities and the opportunity to work both independently and co-operatively. However, this is not yet an environment where pupils feel fully involved or trusted. For example, most rooms are locked throughout the day when not in use. There is no school council where pupils can have a say in what the Centre provides.

38. The acting headteacher has worked very hard to foster good relationships with other professionals. This was demonstrated well during the inspection when, because of staff vigilance, pupils for whom they had concerns were appropriately referred to other agencies. Provision and support for pupils who have additional special needs is satisfactory. Most have been identified as having emotional and behavioural difficulties. They take part in all lessons, and some have extra help from support staff, for example, in managing their individual targets and behaviour from time to time. However, there remains some concern that some pupils with such needs have yet to be appropriately assessed and may not be receiving desirable support or provision.

39. The procedures for promoting discipline and behaviour are good. Whole Centre rules are agreed and understood by all. Similarly, pupils discuss and agree individual behaviour daily and weekly targets. The positive behaviour management programme is effectively supported by the use of rewards. Pupils are assessed against their behaviour targets at the end of each session and with those who do well throughout the day earn reward points that entitle them to treats such trips out to go swimming or bowling. Positive attitudes and behaviour are rewarded during the last session each day when pupils have a choice of activities. Pupils who have not had a good day are required to attend a 'consequences' session instead where they discuss what has resulted in their missing their reward target for the day. Though only recently introduced, the system is already successful and contributing to pupils' improved attitudes and behaviour. Staff are conscious of the need to ensure the rewards are valued and considered appropriate by staff and pupils alike. The rewards system is suitably reinforced by achievement celebrations that take place in assemblies.

40. Procedures for monitoring and improving attendance are unsatisfactory. Though a member of staff follows up non-attendance on the first day and staff acknowledge a satisfactory attendance of 90 percent with attendance stickers, the overall management of attendance lacks rigour. The attendance target agreed with the local education authority is too low and creates insufficient incentive for staff to provide more innovative ways of persuading pupils to attend more regularly so they might gain the best possible education. Senior managers have yet to begin to analyse absence trends to enable them to identify possible causes of pupil absence. For example, staff are unaware whether attendance is worse for those who have to catch more than one bus to get to and from the unit. The work of the education welfare officer is not sufficiently focused.

41. Staff have developed some good ways of checking how pupils are progressing in different subjects and in their personal and social development. In the main, these ways are used well. There has been good improvement in this aspect of teachers' work since the last inspection. Teachers carry out a series of tests and informal assessments during the first two weeks a pupil is in the Centre. Results of the assessments are used effectively to identify areas of weakness and what is taught. Pupils' progress is carefully tracked throughout their time in the Centre. Within each subject, teachers make constant assessments of pupils'

progress, particularly in English, and humanities. Certificates are awarded to demonstrate progress in for example, information technology and reading and physical education. In physical education, these include awards from official bodies such as the British Canoe Union. Pupils appreciate the certificates with many trying hard to achieve the next level. Assessment in mathematics is less well organised. Very good use is made pupils' achievements in spelling and reading using a commercially produced computer programme. Staff check pupils' progress in these areas regularly, matching it to National Curriculum levels. Pupils value the high quality bronze, silver or gold certificates they receive and are keen to improve.

42. Pupils improve their behaviour because, with staff guidance, they are expected to set their own targets which are recorded at least daily and often more frequently, and, alongside subject progress feed into good quality annual reports. All pupils have long term targets in individual plans for literacy, numeracy and personal development. Most are well thought-out, but are often not reviewed in a positive way that would help teachers measure each pupil's rate of progress. Some reviews of targets are comments such as 'not met' or 'ongoing' at the end of the term.

43. Pupils are very well prepared for return to mainstream education. Although for some, their return is delayed because a lack of places. As a result, their personal needs are not being fully met and their progress is adversely affected. When the return works well, a detailed report of academic achievement, attitude and behaviour is drawn together including contributions from pupils and their parents. This leads to a smooth transfer with a phased programme of re-entry with support from Centre staff for the receiving school.

HOW WELL DOES THE UNIT WORK IN PARTNERSHIP WITH PARENTS?

44. This aspect was not reported by the Section 3 inspection, therefore it is not possible to judge improvement since the last inspection. The one parent who contributed to the inspection process viewed the Centre positively. Staff report parents appreciate the efforts they make to contact them and keep them informed about their child. Staff understand and value the contribution parents can make by endeavouring to involve them in their child's education. They are very aware of the difficulties presented in that many live some distance from Centre and recognise the pressures put on families who may well have other children and commitments that restrict their opportunities for visiting.

45. Information for parents is good. The acting headteacher holds a one-hour induction meeting for parents and child carefully explaining the high expectations of behaviour, attendance and work. At this time parents receive a good quality booklet and are asked to sign-up to the home/centre agreement, along with their child, committing them to support their child in ensuring they attend regularly and by attending review meetings to discuss progress. Important letters home are sent by post to ensure they are received by parents. Other information such as 'well done' postcards and certificates are sent in the same manner. Staff endeavour to keep parents informed of their child's progress. Regular telephone calls are made to discuss progress or matters of concern. In addition, staff respond to requests from parents for support and information about other agencies and benefits. Many parents attend the regular review meetings that are held to discuss progress and details of targets in individual education plans are sent to parents who are unable to attend. No evidence was available to enable a judgement on the contribution parents make to their child's learning at the Centre or at home.

HOW WELL IS THE UNIT LED AND MANAGED?

46. Though only in post a short time, both the acting headteacher and the senior teacher have done much by way of streamlining systems, developing the curriculum and supporting staff. Both are bubbling with enthusiasm and vision, and, whilst recognising there is still much to be done, have introduced practices which provide a strong foundation for continued improvement. Leadership is committed, fair, hard working and consistent. The introduction of an informal chat at the end of the day helps staff who have had particularly trying lessons and ensures a consistent approach with the most difficult pupils. Both the acting headteacher and the senior teacher are good examples to their colleagues, in their teaching and in their commitment. The acting headteacher has a high profile around the Centre, teaching design and technology, visiting all classes at least twice each day, congratulating pupils who are doing well and keeping a check on those who may present a problem. Similarly the senior teacher provided good support for the physical education teacher by accompanying a canoeing lesson at a nearby quarry following incidents of bad behaviour the previous day. The senior teacher has maintained stability during the numerous staff changes, and, alongside the acting headteacher has helped recently appointed staff settle into Centre life. New working practices have been introduced which have promoted a more consistent approach to pupils. This has made a significant impact on pupils' behaviour, attitude and achievement.

47. Subject management ranges from satisfactory to very good, being good overall. All co-ordinators have undertaken an audit of their subject and provided a suitable action plan to improve learning. Where management is satisfactory the plans and development are at an early stage, for example, in mathematics where the co-ordinator has very recently taken over the subject. Conversely, in subjects such as English and information and communication technology, the plans are well advanced and support is readily available for colleagues. Whilst some monitoring of classroom practice has taken place, this is not systematic or formalised. Staff recognise this is an area for development, particularly in literacy and numeracy to ensure all teachers are following the recommended guidelines. Teachers assess their own lessons at the end of each session, deciding how well each one went, and what they should do to improve things in the future if there were difficulties with one or more pupils. Teachers using this system report this is particularly useful for developing their own skills as well as the content of what they will teach.

48. At the time of the last inspection, the local education authority was judged to have supported and guided the Centre well through special measures. Recently, however, the development of the Centre has been affected by the uncertainty of reorganisation, the lack of support for financial management, support for pupils with special educational needs and general guidance. Nevertheless, an overall plan has now been formulated with a new service level agreement drawn up and training days for financial management have been arranged. The management committee has reconvened and support has been more forthcoming, though there is still a lack of support for pupils with additional and more complex needs. Though understandably concerned by the local authority's intention to appoint a 'dispassionate professional' to confirm that pupils are ready to return to mainstream schools, the appointment puts staff in a stronger position to negotiate the return of pupils who no longer require attendance at the Centre.

49. It is too early for the re-formed management committee to offer effective support to the Centre since it has met only once and is still settling into its role. In forming it the local education authority has wisely drawn together representatives of some of the groups interested in ensuring the Centre is successful, for example representatives from children's services and from local secondary schools. The committee would be stronger and offer better support if representatives of parents and teachers were to be involved. Measures now

need to be taken to support the Centre in ensuring pupils are receiving an education closely related to their needs and in providing better for pupils who no longer need the facilities of Centre.

50. The setting of targets for improvement and comparing the Centre's performance to similar provisions is at a very early stage. Though targets have been agreed for attendance, the number of pupils reaching the expected level in national tests and in the number returning to mainstream schools, not all are reflected in the Centre's improvement plan, nor are they sufficiently challenging. On occasions, staff struggle to obtain records and evidence of pupils' achievements from previous schools. This presents difficulties in quantifying the gains pupils make. Whilst some data is collected and analysed, for example to judge the effectiveness of 'Step Out' provision, managers recognise there needs to be further analysis to ensure the effectiveness of the provision can be measured.

51. The Centre is well staffed with suitably qualified and experienced teachers and skilled support assistants. However, the increase in the number of pupils with additional special educational needs has stretched resources and changed the role of the support staff. Less time is spent supporting the majority of pupils in some classes because of the complex needs of individuals. As a result some pupils with learning difficulties do not always receive the support they require. All staff take part in a professional interview and are offered the opportunity to attend relevant in-service training. The management of teachers' performance is on course, and most training is linked to individual targets. Teachers' strengths are used well for the benefit of pupils, both in the subjects they teach, and in scheduled one to one support. Where teachers have good specialist knowledge, for example in English and information and communication technology, pupils benefit and their rate of progress is good. When circumstances require teachers to undertake subjects where they lack expertise, for example in mathematics, then training must be provided to ensure continued progress for pupils. The acting headteacher has successfully managed to keep staff positive. Despite numerous staff changes and the difficulties associated with the provision being in special measures, including an intense programme of inspection, there has been very little staff absence.

52. The accommodation is very good. Specialist rooms for art and design, information and communication technology, food studies and science contribute to learning opportunities in these subjects. The outside accommodation for physical education and relaxation is very good, and good use is made of facilities in the community. Classrooms are large, bright, and airy. Excellent informative displays support learning and enhance the environment. The Centre is maintained to a high standard, encouraging pupils take pride. As a result there is no graffiti and no vandalism. Resources are satisfactory overall, being very good for information and communication technology and personal and social education. The good careers library includes posters linking careers with National Curriculum subjects. Teachers make good use of the resources available, especially new technology, using digital cameras and interactive whiteboards to enhance teaching and learning as was seen in a number of lessons including geography and information and communication technology.

53. Financial control is satisfactory. Good value is sought when making purchases. National grants have been used effectively for staff development and to improve standards, for example in information and communication technology. The Centre has controlled a delegated budget for the last six months. Within the last few weeks, relevant training has commenced and the electronic system installation was completed the week prior to the inspection. In the interim the acting headteacher has maintained and presented the accounts manually, and, has kept the management committee informed of balance of the budget. The cost of educating each pupil is average for this type of provision. However, because there is a high rate of absence the unit is only able to provide satisfactory value for money.

54. As at the time of the last inspection, the administrative staff and site supervisor continue to be fully involved in the life of the Centre and thus to pupils' achievements. Though the role of the administrative staff is changing because of a move from central control to unit based services, they continue to make a significant contribution to the smooth running of the Centre. Resources and staff are used effectively. A particular feature is the provision of a 'named person' for each lesson. The designated person works in a central point readily accessible if they are needed to 'troubleshoot' or to be available for pupils who are distressed or aggressive. Because the system is very effective in maintaining calm in the classrooms and in providing a 'listening ear' for pupils who need to talk, pupils are helped to make good progress in coming to terms with their difficulties.

WHAT SHOULD THE UNIT DO TO IMPROVE FURTHER?

55. In order to maintain the present strengths, improve the effectiveness of the unit and improve standards

The local education authority as the appropriate authority should:

- Ensure the management committee meet regularly and fulfils its strategic function. (paragraph 48, 49)
- Assess pupils with additional special educational needs to confirm or otherwise that their needs are appropriately met by the Centre and ensure that they are not affecting the efficient education of other pupils.

(paragraphs 23, 29, 38, 48, 49, 51)

- Expedite the transfer of pupils whose needs no longer require attendance at the Centre.

(paragraphs 29, 48, 49)

The acting headteacher and staff should:

- raise pupils' achievements in mathematics by
 - suitable staff training;
 - considering the timing of mathematics lessons;
 - formalising the policy;
 - reviewing and amending the planned programme;
 - ensuring guidelines in the policy are practised in the classroom.

(paragraphs 5, 27, 47, 51)

- Improve pupils' rates of attendance by:
 - monitoring and analysing attendance data more carefully;
 - agreeing more challenging targets for improvement with the local education authority;
 - setting attendance targets in pupils' individual education plans;
 - ensuring the work of the education welfare officer is more focused.

(paragraphs 16, 40)

The above two issues have already been identified in the development plan.

In addition to the above issues, the following minor issues should be considered for inclusion in the unit development plan:

- improving handwriting (paragraph 4)
- preparing pupils for life in a multi racial society. (paragraph 35)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	28
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	10	8	8	1	0	0
Percentage	4	36	28	28	4	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 almost four 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	22

Special educational needs	No of pupils
Number of pupils with statements of special educational needs	4
Number of pupils on the unit's special educational needs register	22

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

Attendance

Authorised absence

	%
Unit data	14

Unauthorised absence

	%
Unit data	15

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

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	36*	26	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

* Denotes number of pupils on roll 2001/02. The 28 fixed term exclusions were issued to 18 pupils

Teachers and classes

Qualified teachers and classes: Y7– Y9

Total number of qualified teachers (FTE)	5.4
Number of pupils per qualified teacher	4.15

FTE means full-time equivalent.

Education support staff: Y7 – Y9

Total number of education support staff	5
Total aggregate hours worked per week	143

* Delegation of the budget to the Centre began April 2002. Prior to this funds were held centrally. Expenditure per pupil is based on the 31 FTE of last year.

Financial information

Financial year	2001/02*
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	£
Total income	395,773
Total expenditure	395,773
Expenditure per pupil	10,774
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	8
Number of teachers appointed to the unit during the last two years	9.3

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

Though thirty questionnaires were sent out to parents and carers, and invitations were extended to meet with the inspection team on two separate occasions, there were no responses to the parents' survey and only one parent attended the meeting. She spoke very favourably about her dealings with the unit.

- She receives lots of phone calls giving her support and details of progress
- She receives letters telling her what is happening
- She thinks the staff are very good and know her child well
- She finds evening meetings difficult because of collecting younger children from school.