

# INSPECTION REPORT

## **NEW RUSH HALL SENIOR ANNEXE**

Seven Kings, Ilford

LEA area: Redbridge

Unique reference number: 102794

Head of Centre: Mr Terry Emerson

Reporting inspector: Hilary Gannaway  
21527

Dates of inspection: 23<sup>rd</sup> – 26<sup>th</sup> September

Inspection number: 249517

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: Emotional and Behavioural Difficulties  
Age range of pupils: 14 - 16  
Gender of pupils: Mixed

Unit address: John Barker Centre  
Cricklefields  
474 High Road  
Seven Kings  
Ilford Essex  
Postcode: IG1 1VE

Telephone number: 0208 478 2110

Fax number: 0208 478 5037

Appropriate authority: London Borough of Redbridge

Name of responsible officer: Mr Colin Moore

Date of previous inspection: February 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21527	Hilary Gannaway	Registered inspector	Information and communication technology Geography Educational Inclusion English as an additional language	The characteristics and effectiveness of the unit. The unit's results and pupils' achievements. Teaching and learning. Leadership and management. Key issues for action.
8941	John Fletcher	Lay inspector		Pupils' attitudes, values and personal development. Pupils' welfare, health and safety. Partnership with parents and carers.
11239	Sue Flockton	Team inspector	English Art Special Educational Needs	Quality and range of learning opportunities.
14446	Barry Simmons	Team inspector	Mathematics Science	
21529	Greg Sorrell	Team Inspector		

The inspection contractor was:

Penta International  
Upperton House  
The Avenue  
Eastbourne  
BN21 3YB

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33 Kingsway  
London WC2B 6SE

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE UNIT**

New Rush Hall Senior Annexe is a pupil referral unit for pupils with emotional and behavioural difficulties in Years 10 and 11 who have been excluded from school or are on the point of exclusion. A minority of pupils have more complex learning needs than at the last inspection, with seven having statements of special educational needs. Pupils may be admitted throughout the year. All pupils come from the Redbridge area. At present there are 32 pupils on roll, however, the unit will reach its maximum number of 47 this term. There are thirteen pupils of Black Caribbean, African, and Asian heritage with seven having English as an additional language. None of these pupils are at the early stages of acquiring English. The unit is on two sites, one for academic work and the other for art based subjects with a vocational element. It has received a National Careers Education Award for excellence. The academic centre is due to move to a new site in the grounds of the local further education college. The unit is managed for the local education authority by the governors and headteacher of New Rush Hall school. On entry, attainment by pupils is below that expected of pupils of their age with most having underachieved for long periods prior to admission.

### **HOW GOOD THE UNIT IS**

New Rush Hall Senior Annexe is an effective unit. Pupils who attend regularly progress well against prior attainment. A significant number attain accreditation results nearer to, and in some cases above, the norms for their age. This assists their move into college or work. Teaching is consistently good and relationships are of a very high quality. As a result, pupils' attitudes to learning are good and they work hard. The head and deputy head of centre provide effective leadership ensuring pupils benefit from the education offered. The unit gives satisfactory value for money.

#### **What the unit does well**

- Pupils' behaviour improves markedly as they move through the unit due to the very good provision for moral development and very effective staff role models.
- The consistently good teaching contributes well to the achievement made by pupils.
- The very good relationships and high expectations fostered by staff result in an effective learning environment where pupils work hard and gain maturity and self esteem.
- Provision for the art based subjects is very good and contributes to the often very high standards of awards pupils gain in these subjects by Year 11.
- There is an effective senior management team who work constructively together to improve pupils' education.

#### **What could be improved**

- The unsatisfactory attendance of a significant minority of pupils results in them not taking advantage of the learning opportunities.
- Learning opportunities are limited by a lack of community and college links and limited work related experiences.
- Individual education plans do not always reflect the pupils' additional learning needs.
- Staffing shortages and lack of some specialist facilities are hindering further development of the unit and access to full time education.

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

## HOW THE UNIT HAS IMPROVED SINCE ITS LAST INSPECTION

There has been a satisfactory level of improvement since the last inspection in February 1998. Year 11 pupils have benefited from a substantial increase in unit hours. This has ensured they have access to a wider curriculum that includes science, careers and access to work experience for some. Reviews take place appropriately and targets set in individual education plans are clearer for behaviour and attendance. The unit development plan is relevant and supports improvements through good financial planning. Despite staff shortages, there have also been improvements in other areas. In the art based subjects there is now access to high quality information and communication technology to support learning. Performance management has been implemented and effectively contributes to the unit's monitoring and evaluation procedures.

## STANDARDS

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

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

On entry pupils' attainment is below that expected for their age. It is not possible to make comparisons with previous years due to changes in pupil intake. However, due to good teaching, pupils achieve well against prior attainment as measured by baseline testing in English and mathematics. Achievement is good in all subjects except science where it is satisfactory and art, graphics photography and information and communication technology where it is very good. However, a significant minority of pupils do not achieve as well as they should because they do not attend on a regular basis. Those who attend regularly achieve a good range of awards by the end of Year 11. These often include a combination of awards such as GCSE, Royal Society of Arts and the Certificate of Educational Achievement. These are matched to individual needs so that all pupils have a chance to succeed. Most pupils progress in their literacy and numeracy skills, motivated by the ability to take tests in these basic skills whenever they are ready. They progress well in discussion, listening carefully to each other and taking turns. Pupils confidently use the skills learnt in information and communication technology in a range of subjects. Many pupils progress well against their individual education plans and quickly make up the gaps in their learning. However, pupils who have additional learning needs do not always make maximum progress due to imprecise learning targets.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the unit	Attitudes are good overall for pupils who attend regularly, and very good in Year 11. In many lessons pupils are eager to contribute, show enthusiasm for their learning and become engrossed in the tasks.
Behaviour, in and out of classrooms	Good. Although many pupils enter the unit with a long history of behavioural difficulties, behaviour improves as pupils move through the unit. It is a significant factor in their progress. Most behave sensibly and rarely disrupt lessons. There is a noticeable lack of oppressive behaviour by pupils.
Personal development and relationships	Overall these are good. Relationships are very good. Pupils develop good levels of maturity during their time in the unit. Most progress in relating to one another. They appreciate being trusted and gain in self-esteem.
Attendance	The unit's biggest challenge is getting pupils to attend regularly. Attendance is unsatisfactory and adversely affects the progress some pupils make.

## 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.*

Teaching is consistently good and this has a positive effect on learning. It is good in English, mathematics and personal, social and health education, and satisfactory in science. Teaching in information and communication technology, art, and graphics are good with some very good features. This has been accomplished despite a staff shortage last year and a lack of specialist English and science teachers. Teachers use time and resources very well to make sure pupils focus on their learning. Pupils are effectively managed which ensures they behave well and no learning time is lost. Good subject knowledge by teachers means that teaching has a consistently positive effect on the acquisition of skills and the progress made by pupils. Very good relationships and high expectations lead to pupils working hard in a business like atmosphere. Numeracy is well taught in order to fill the gaps in basic skills. Literacy is suitably taught to most pupils. However, there are some with additional learning needs who do not always have access to individual literacy programmes in order to maximise learning. Despite this, teaching generally meets the needs of pupils because teachers know pupils well and spend time with them individually.

## OTHER ASPECTS OF THE UNIT

Aspect	Comment
The quality and range of the curriculum	Satisfactory. It is relevant to pupils' needs with an appropriate focus on English, mathematics and science. Provision for the art based curriculum is very good. Links with the community and further education are unsatisfactory as are opportunities for work related learning, particularly for Year 10.
Provision for pupils with special educational needs	Provision is satisfactory for most pupils. Individual education plans are well linked to behaviour and attendance but are not yet as specific for those with additional learning needs.
Provision for pupils with English as an additional language	This is satisfactory. The unit has access to the local education authority provision where appropriate.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall this is good and well supported by the personal, social and health education programme. Very good opportunities are provided for moral development and teachers serve as very effective role models encouraging pupils to co-operate and value others. However opportunities for multi-cultural development are limited.
How well the unit cares for its pupils	There are very clear procedures to ensure pupils' health and safety with those to deal with child protection issues being very good. Staff have pupils' well being uppermost in their minds at all times. Assessment is good and undertaken with sensitivity.

Links with parents are good. The unit has worked hard to develop the partnership with parents. Parents are kept well informed of progress and are quickly contacted if there are concerns. They are made welcome in the unit at any time.

## HOW WELL THE UNIT IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The senior management team offer good leadership and a clear view of the direction the unit needs to take. They work well as a team. All staff work effectively together to ensure pupils have a good education.
How well the management committee fulfils its responsibilities	This is satisfactory. There is a good understanding of the unit's needs due to the visits made by the chair of governors and the very good overview that the headteacher of New Rush Hall school has. This ensures that the local education authority, as the appropriate authority, has a suitable understanding of the unit.
The unit's evaluation of its performance	This is good. Formal monitoring of planning and teaching is in place. Unit targets are relevant, realistic and reviewed to ensure improvement.
The strategic use of resources	The unit manages a proportion of the budget for the purchase of resources and daily expenditure. This it does well. The unit's educational priorities for improvement are well supported through good financial planning.

The unit obtains resources at a competitive price and consults parents and pupils. Resources are good overall with those for information and communication technology being of a high quality. Accommodation is adequate and very good for art subjects. However, there is a lack of practical facilities for subjects such as science. Staffing shortages mean that photography cannot presently be taught.

#### **PARENTS' AND CARERS' VIEWS OF THE UNIT**

Only one parent returned the questionnaire and three attended the meeting prior to the inspection. This is too small a sample to be considered truly representative. The views were mainly positive, however there were concerns about the late policy. The policy of refusing entry to pupils with three late arrivals is adding to the attendance problem. Inspectors consider that the unit needs to review policy and procedures for pupils who are late.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The unit's results and pupils' achievements**

1. Many pupils enter the unit with attainment below that reasonably to be expected of pupils of the same age, because of their recent history of behaviour difficulties, gaps in learning and poor school attendance. The unit also admits more pupils who have learning needs in addition to emotional and behaviour difficulties than it did previously. All pupils who attend regularly achieve well against prior attainment. Evidence from baseline testing carried out on entry in mathematics and English is compared to accreditation results at the end of Year 11. This confirms the good progress pupils make over their time in the unit.

2. A good range of appropriate awards including GCSE and the Certificate of Educational Achievement (CoEA) also contributes well to the skills and qualifications pupils need for the next stage of education or work. This results in the majority of pupils going on to some form of further education.

3. Helped by consistent treatment by teachers and other staff and good teaching, pupils learn to control their behaviour. They settle down and achieve well in English and mathematics so that by the time they leave pupils' standards are much nearer to the norms for their age, and in some cases similar to them. This is because from the time they enter the unit they are offered opportunities to work towards the GCSE examination. Last summer eight out of nine Year 11 pupils who entered for the English examination achieved passes, two of them at grade C. Pupils in years 10 and 11 also achieve grades in basic literacy tests. This reflects progress in the use of literacy in a life skills context, particularly for lower attaining pupils. Pupils progress through contributing to discussions and listening carefully to adults and to other pupils. Most enjoy opportunities to read aloud, which helps to develop their reading skills. They are developing the ability to write for different purposes, such as stories and letters. Their vocabulary is developing as they are encouraged to think about the meanings of new words as they encounter them in their reading and to extend their use of words in creative writing.

4. In mathematics weaknesses in tables knowledge is more than balanced by their skills in algebra and the majority of pupils in the most recent Year 11 achieved GCSE passes. Pupils are well supported in improving numeracy skills by gaining accreditation in basic numeracy tests. This has a positive effect on their self-esteem and confidence.

5. Pupils' achievement in science is satisfactory because without a specialist room they have less chances to complete experiments. Their recording is not as good as it should be due to weaknesses in writing. There are, however strengths in their knowledge of life processes and living things. For example, they discuss issues concerning the major organs of the body with confidence.

6. There are high standards and very good achievement in the art based subjects of graphics, photography and art. Pupils are particularly successful in graphics where grades ranged from A to C and in art and sculpture where pupils achieved B and C grades. This is due to the high levels of subject expertise teachers have in these subjects and the vocational element which keeps pupils motivated. Displays of pupils' work in graphics show a range of experimentation using a variety of computer packages to develop their own drawings and designs. Some look at the work of famous artists such as Hockney and Warhol and use these as the basis of their own experiments in graphics. In sculpture they use a variety of techniques to produce items such as masks, heads and pots of different designs. They

develop confidence in their own abilities to draw and to handle materials, and this leads to the very good progress which they make. In photography pupils learn the traditional skills of photography well, responding well to the responsibility of independent use when out in the community.

7. Pupils' achievement is good in geography because in Year 10 and 11 pupils have the opportunity to take the CoEA with most achieving level 2 or 3. In Year 10, pupils quickly begin to complete accurate map work and remember the names for the layers of the earth when studying plate tectonics. By the end of Year 11 pupils have a good knowledge of ecosystems and energy use. Work on how other people live and their needs helps pupils understand the wider world contributes well to their social and cultural development.

8. The very good achievement in information and communication technology (ICT) comes about because the provision for ICT is very good on both sites. ICT skills such as word processing and how to use the hardware are taught to all pupils and accredited through the Royal Society of Arts (RSA). Pupils are positive and quickly gain an understanding of practical word processing. They use a good range of skills and improve in accuracy and speed. The skills learnt give pupils the independence and confidence to use ICT to successfully support learning in art subjects. For example, they use digital cameras in photography and in graphics where digital photograph images are viewed in different ways with pupils adjusting colour levels to create artistic effects.

9. Pupils achieve well in personal, social and health education where work is geared to their needs as young adults. Further opportunities are provided for pupils to complete accreditation in media studies, as part of the art curriculum, in careers and, from this year, citizenship.

10. The few girls progress well as do pupils with English as an additional language and those from ethnic minority backgrounds. Most pupils make progress towards their individual educational plans. Although these are not always precise enough for those with additional learning needs, they do make progress due to the small teaching groups and individual attention. However, the lack of formal individually focused basic skills programmes means they do not always make as much progress as they could.

### **Pupils' attitudes, values and personal development**

11. Pupils speak positively about the unit and are vociferous in explaining why they are much happier than they were in mainstream school. Since the last inspection, attitudes to their work by those who attend regularly have improved further. While attitudes are good overall, they are better amongst the older pupils showing clear improvement over their time at the unit. In many lessons pupils are eager to contribute, show enthusiasm for their learning and become engrossed in the tasks. Concentration can waiver when pupils are unsure but with effective support they persevere well. In a Year 11 mathematics lesson on simple equations all pupils tried really hard to understand the principles involved, they persevered well with the exercises set and were justifiably pleased with their achievements.

12. Pupils' good behaviour maintains the position recorded at the last inspection. The behaviour of the majority of pupils improves significantly over their time at the unit. In the vast majority of lessons pupils act maturely, interact politely with adults and peers, maintain concentration well and make good progress. In a few Year 10 lessons, pupils' concentration and perseverance are replaced with day-dreaming, but rarely disruption. They can sometimes just refuse to work, usually when pre-occupied with other things. All staff deal well with these situations and effectively minimise any disruption. In Year 11, where behaviour is very good, pupils respond positively to encouragement, praise and the

recognition of their own efforts and achievements. A Year 11 boy was genuinely proud of a chart he had independently produced in a science lesson and thrilled that the teacher agreed to put it on the wall.

13. Fixed term exclusions are used appropriately as final sanctions. At breaks and lunch times the unit is a calm environment in which pupils relax in a responsible manner. Most pupils had the confidence to exchange pleasantries with and engage inspectors in sensible conversations. Separate discussions with two boys, one from Year 10 and one from Year 11 produced similar views. Both felt much happier at the unit than at their previous mainstream schools, felt the unit was much stricter and saw this as a good thing. One said, "it helps me to stop messing about" and the other said "the unit has helped me to sort myself out". The unit has very clear procedures to deal with bullying and harassment and no incidents were seen during the inspection.

14. Relationships between pupils and staff are very good and a real strength of the unit. There is a great deal of mutual respect between pupils and adults and the trusting relationships make a significant contribution to learning. Most pupils are uninhibited and do not hesitate to discuss problems and seek advice on personal issues. The strong relationships with adults are often exemplified with the positive use of humour. Relationships between pupils are generally very good. There are good examples in lessons of pupils working harmoniously together, sharing equipment, taking turns and being supportive of each other. In an English lesson where pupils were reading a play, individuals helped each other with words they did not know and showed great patience and understanding with those who read very slowly. There can be flash points between pupils where unkind things are said but these are very well dealt with by staff and quickly forgotten. Pupils' levels of personal development are satisfactory. In lessons most are very dependent on the teachers but in art and English there is evidence of some pupils starting to take responsibility for their learning, make choices and thinking for themselves. For example, in photography pupils go into the surrounding area choosing what to photograph, often continuing assignments in their own time. Pupils value the beliefs and feelings of others and this is supported by visits to a range of places of worship.

15. Levels of attendance at the unit over the past four years are unsatisfactory overall. However, until last year, they reflected improvement in attendance for these pupils in comparison to their attendance in mainstream schools. Last school year attendance was poor due to staff shortages that led to lesson cancellations and pupils being asked to stay away. This had a negative effect on the progress some pupils made and on their preparation for adult life. In the current year, attendance levels have improved and are reaching the previous level of seventy per cent. Punctuality to the unit and to lessons throughout the day is satisfactory. The policy of refusing entry to pupils with three late arrivals is adding to the attendance problem.

## **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

16. Teaching is good overall with almost eight out of ten lessons being at least good and one in ten very good. No unsatisfactory teaching was observed. There has been a significant improvement in consistent good teaching since the last inspection. Teaching is good in all subjects except science where it is satisfactory. In art subjects and ICT there are times when teaching is very good. Good subject knowledge by teachers means that teaching has a positive effect on the achievement and progress made by pupils. This has been accomplished despite a staff shortage last year and a lack of specialist English and science teachers.

17. One of the main strengths of teaching is the very good use of time and resources. For example, in creative writing well-prepared resources enable pupils to build on their skills. There is a demand for hard work and pupils know they are expected to be on time and to work throughout the lesson. Teachers manage difficult pupils well and in a calm manner, ensuring that they behave well and no learning time is lost. Staff know their pupils well and generally match tasks to needs. Pupils are clear what needs to be done and able to complete work, often independently. For example, in one English lesson Year 10 pupils confidently undertook their first practice test paper without help as a result of previous teaching. Praise and feedback are frequently used and pupils appreciate this. Regular marking and assessment is used for further planning and is shared with pupils. This aids pupils in their knowledge of how well they are doing and what the next steps need to be. In lessons such as the art subjects, geography and English self-evaluation helps pupils reflect on their work. As a result pupils take a pride in their work. They set about tasks in a mature way and are motivated to do their best and achieve well in a business like atmosphere.

18. The development of oral work is well supported across the curriculum. There is good use of questioning to check pupils' understanding. Pupils are encouraged to discuss and question, although occasionally they are not given enough time to collect their thoughts and answer, missing opportunities to extend their thinking. Numeracy and literacy are suitably supported by AEB tests that can be taken at any time. This motivates pupils to succeed as they see results quickly, assisting self-esteem and confidence. Numeracy is well taught in order to fill in the gaps in basic skills. Literacy is suitably taught to most pupils. However some pupils with additional learning needs do not have access to the individual literacy programmes they need to ensure maximum learning takes place. Despite this, and the lack of learning support assistants, overall teaching does meet the needs of all pupils effectively. This is because there are few pupils, teachers know them well and spend time with the individually. Teachers take specific care to ensure the few girls are involved in all activities.

19. Very good relationships and high expectations by teachers lead to positive attitudes to work and give pupils the confidence to try new ideas and techniques. Combined with humour this ensures pupils remain focused but enjoy the lesson. For example, in one good Year 11 lesson where pupils were reading *Of Mice and Men* they were encouraged to extend their skills by role-playing the parts. This they did with a great deal of enthusiasm.

20. Teachers explain clearly what is required during introductions and pupils settle to work quickly. During the inspection, many good examples of teachers setting homework to consolidate and extend work were observed. Pupils understand that homework is provided to help them obtain suitable qualifications.

21. In English, lessons are structured to ensure that pupils remember what they have been taught in earlier lessons, and that they understand new ideas, for example, when reading a set book for GCSE. Pupils are given support where it is needed, but are encouraged to work alone whenever possible, helping them to develop independence in learning.

22. Lessons in mathematics have simple clear targets, to which pupils subscribe. Methods and content selection is suitable for the tasks at hand while relationships between staff and pupils have a positive impact on the level of attainment. Pupils' work is regularly marked with appropriate formative comments that show how pupils can make progress.

23. In science, there is a good balance between oral and written work which keeps pupils interested and motivated. This is despite the restraints imposed on some aspects of experimentation by the limited accommodation. Assessment is thorough with good levels of

feedback to pupils to help them improve. Occasionally, a narrow range of strategies leads to pupils' not concentrating.

24. When pupils find tasks difficult within the art curriculum, such as the early stages of drawing, a good balance of demonstration and experimentation helps them to make good progress. The teachers are very skilled in supporting pupils, keeping them engaged on tasks and helping them to develop techniques. As they are helped to develop in confidence they take great care with their work and show pride in what they have produced. Teachers are very clear what pupils are expected to do which helps pupils to make progress. At the same time they are encouraged to develop their own ideas.

25. In geography the teacher's good subject knowledge ensures that by the end of lessons pupils are beginning to use terms such as mantle, continental and oceanic. In ICT lessons teaching strategies are aimed at encouraging pupils to correct their own mistakes. Work is evaluated and marked as pupils finish tasks. Feedback is then given so that pupils know how they are progressing. Appropriate follow on work is then set to reinforce or extend the work. The information is then used to set work for the next lesson. This ensures pupils know what has been achieved and gives them a secure skills base in this subject. Teachers are willing to embrace new technology and apply it for the benefit of pupils in a range of subjects. This gives pupils confidence to utilise high level skills in a range of different circumstances.

26. PSHE teaching supports social skills work well. The teacher used good techniques for involving pupils in discussion. Work is planned so that pupils consolidate skills such as listening, turn taking and not interrupting while others are speaking. They practice these skills during lessons on rights and responsibilities and are encouraged to express views and opinions.

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

27. The range of learning opportunities for pupils is satisfactory overall. There is an appropriate curriculum in which pupils are taught a range of subjects with an emphasis on English, mathematics, science, personal, social and health education, and ICT. In Year 10, pupils study geography, which is also an option in Year 11. The focus on practical art and vocational linked subjects is particularly relevant to the needs of pupils. Improvement since the last inspection has been good for Year 11. Although not yet full time, they have access to many more hours of education, a certain amount of subject choice, a formal careers programme and a wider curriculum than previously. However, the lack of specialist accommodation for science means pupils only have access to limited practical work and are not able to take accreditation. Staffing difficulties have meant that in order to ensure English is consistently taught photography is not presently available.

28. Provision for art and vocational linked subjects is very good. It is effective in raising pupils' achievement and self esteem. Graphics, photography and increasingly media studies are very well supported by access to high quality information and communication technology and resources such as an excellent dark room. These resources contribute significantly to the vocational aspects of these subjects. They are also a factor in the progress made since the last inspection in the development of subjects which have both creative and vocational aspects. At present there are no opportunities for physical activities, though use has been made of local facilities in previous years. There are good opportunities for pupils to take accredited courses including GCSE, CoEA and basic literacy and numeracy tests. These opportunities are welcomed by pupils and assist their inclusion in life after school.



29. There are few opportunities for extra curricular activities, but the curriculum is enriched by visits to museums, art galleries and to different areas of London such as Docklands, and Covent Garden. The curriculum is also enriched by pupils' studies of local areas and buildings such as the Ilford Exchange for photography. Such visits, although small in number, add an extra dimension to pupils' learning experiences. A few pupils have the opportunity of participating in an annual residential trip to Claybury activity centre.

30. There are an increasing number of pupils both with and without statements, who have more complex learning needs. Baseline assessment is used to focus on their difficulties within the context of English lessons. However provision for these pupils in the form of specific programmes to develop language and literacy is presently underdeveloped.

31. Provision for personal, social and health education is good. There is a planned programme that includes all the required elements such as sex education and drugs awareness. In Year 11, the programme is linked closely with planning for post 16 and the preparation of a record of achievement. A useful audit has recently been carried out of all subject activities by the personal, social and health education teacher in order to introduce the citizenship aspects of the curriculum. Provision for work related education is satisfactory for Year 11 pupils. In addition to the careers focus in some modules of personal, social and health education, there are close links with the local careers adviser who holds individual advice sessions for all pupils. These include advice on options once pupils leave the unit. Discussions are taking place with a view to introducing visits from various work and training providers to talk to the pupils, and pupils are taken to an annual job fair in London.

32. The provision of links outside the unit to support the curriculum and provide opportunities for pupils to gain valuable experiences, self-esteem and confidence for adult life are underdeveloped. Some, but not all, pupils in Year 11 have the opportunity of work experience when it is felt that they are ready to undertake such a placement. However, other opportunities such as visits to places of work have yet to be developed and none presently involve Year 10 pupils. Links with the community are unsatisfactory as very little use is made of the locality, with the exception of photography, either for visits or for contacts for work related experiences. This limits opportunities for pupils to practice the personal, social and work skills acquired in the unit in other settings.

33. While links with partner institutions are satisfactory overall because of recent visits made by the deputy head of the centre to referring schools, there are, at present, no links with further education colleges. This limits both the vocational aspects of the curriculum and the breadth of accredited courses. Pupils have no opportunities of taster courses, and so are hindered in their choice of post 16 training opportunities.

34. Overall provision for spiritual, moral, social and cultural development is good and similar to that at the last inspection. Moral development is a particular strength because attention is paid to the individual needs of pupils in this area.

35. The general ethos of the unit provides a climate where pupils do care about each other, look after each other, and are tolerant of each other's strengths and weaknesses. The staff encourage pupils to develop an awareness of themselves, and to reflect on their personal beliefs and feelings. Visits to the Peace Pagoda in Battersea, local mosques and churches help pupils become aware of, understand, and become tolerant of the different spiritual and religious groups in the local community. Staff work hard to develop positive relationships both with and between the pupils. The personal, social and health education programme encourages pupils to think about a wide range of social issues. There are regular opportunities for pupils to interact socially, and staff use these occasions to reinforce co-

operative behaviour. A range of visits, including visits to the LEA outdoor pursuits centre in South Wales, provides pupils with opportunities to develop social skills outside the unit. Photography makes a very good contribution to self-esteem and independence skills by allowing pupils independent use of cameras. Within the unit staff ensure there is generally a harmonious environment for learning, where conflict between pupils is rare.

36. Staff act as very good role models for pupils. They treat them with respect and constantly challenge inappropriate behaviour and attitudes. Staff are fair in their management of behaviour. Though pupils know right from wrong, they do not always behave as if they do and staff spend time working through this with them. Staff have high expectations of the pupils and this helps to promote improvement in their attitudes and behaviour. Work in science and geography on environmental issues helps pupils to focus on some of the moral dilemmas facing the international community.

37. A wide range of activities ensures that pupils' awareness of the richness and diversity of their own and other cultures is raised. Residential visits to the outdoor pursuits centre enable pupils from this inner city location to witness life in a rural community. Visits to local art galleries, the East London sculpture park, and Docklands help widen pupils cultural awareness. The commitment to these various activities by staff and pupils is impressive. Given the multi-cultural diversity of the locality, the limited involvement of the local community results in the unit missing opportunities to extend pupils' multi-cultural awareness.

#### **HOW WELL DOES THE UNIT CARE FOR ITS PUPILS?**

38. The personal support and guidance provided has a positive impact on pupils' achievement and personal development. All staff know the pupils very well and have established very trusting relationships. They have pupils' well being uppermost in their minds at all times and effectively and sensitively deal with some very difficult problems at individual pupil level. Pupils feel safe and secure and those attending regularly clearly enjoy their time at the unit and benefit from the education provided. The procedures to deal with child protection issues have improved since the last inspection, are very good and fully meet statutory requirements. The unit is vigilant and sensitive in exercising its responsibilities. Any pupil experiencing difficulties in any area of unit life is quickly identified and staff work diligently to identify and implement improvement programmes. Good working relationships with educational psychologists and the educational welfare officer helps the unit to provide good individual support and guidance to pupils.

39. The unit has very clear procedures to ensure pupils' health and safety and staff are conscientious in ensuring that any identified health and safety concerns are reported and eliminated as quickly as possible. Comprehensive records of incidents and accidents are maintained and there are good procedures to ensure parents are informed quickly of any illness or injury. In lessons observed during the inspection great care was taken to ensure that pupils followed safe procedures and practices. All internet access is filtered and there are clear rules for using it.

40. The unit has satisfactory procedures in place for monitoring and promoting attendance. Registers are taken accurately and any unexplained absence is followed up by telephone as soon as it is discovered. Follow up calls, letters, meetings at school and at home are used determinedly to seek explanations for absence and to encourage attendance. In a few cases the unit is successful in encouraging regular attendance but overall the enthusiastic efforts of the staff have little effect on the underlying, unsatisfactory level of attendance. The wealth of data on attendance is not being effectively analysed. For example it is not used to demonstrate the overall impact of actions like lesson cancellations or to inform the unit, the governors and the local education authority of the need for action. The

unit is not currently using reward or incentive schemes to promote and encourage attendance but is working with the educational welfare officer to identify an appropriate scheme.

41. The unit's procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are good. Staff are very good role models and consistently apply the code. Pupils understand behaviour expectations and respond positively to the praise and encouragement given. Whilst formal reviews record behaviour and progress and set targets on a six monthly basis, the success of the unit in improving the behaviour of many pupils stems from the close daily monitoring and early intervention. Short term targets for improvement are used well to correct behaviour problems as they arise.

42. The unit has clear and effective procedures to deal with bullying and oppressive behaviour which effectively minimise incidents.

43. Procedures for monitoring personal development are satisfactory. Staff use all contact time well to observe and monitor personal and social skill development. They provide effective support in times of crisis. However, there are no formal structured systems in place to discuss and record personal development over time. The range of planned opportunities for pupils to enhance their personal skills and to prepare for life after the unit is satisfactory. However there are too few opportunities for pupils to use these in activities beyond the unit.

44. Staff are looking to expand the support for personal development by increasing the opportunities for pupils to take on responsibilities within the unit, by ensuring all pupils benefit from work experience, by increasing the interaction with the local community and with local schools and colleges and by introducing a wider range of vocational and physical education courses to the curriculum.

45. Assessment of pupils' attainment on arrival at the unit is good. It is completed with considerable care and sensitivity. Information from pupils' previous schools is variable, although recent visits by the head of centre to the partner school have resulted in this information being more comprehensive and helpful than that received prior to her visits. This information, plus a thorough exploration of a pupil's strengths, weaknesses and achievement, and base line assessment tests help staff to place pupils in appropriate teaching groups.

46. Teachers keep detailed records of pupils' attainment, progress and effort. They use this information effectively to influence curriculum planning and lesson preparation as well as to monitor and support achievement. Grades and effort marks every lesson give a clear view of how pupils are progressing. Pupils also keep records of their own achievements using their National Record of Achievement folders. Increasingly they are becoming involved in their own self-evaluation, using the information to set their own targets. This gives them a good understanding of their learning and what they need to do next to progress. Further thorough assessment is through GCSE and other accreditation course work. Altogether assessment is comprehensively used to support learning and raise achievement. Leaving reports are prepared with great care, and written reports are sent to parents.

47. All pupils at the unit have special educational needs, mainly for emotional and behavioural difficulties, but there is an increasing number who also have learning difficulties. Good progress has been made since the last inspection with the development of IEPs which are reviewed by all staff twice a year. The targets are discussed with pupils, and a copy of the IEP is sent to parents or carers. However, most of the targets are linked to behaviour or to attendance. They are not always extended so that they are specific to the needs of those who require additional help with learning.

48. A small number of pupils have statements of special educational needs, and annual reviews are held at the unit. The statements of two pupils have been amended to reflect the placement at the pupil referral unit, but other statements have not yet been altered and still reflect school placements.

### **HOW WELL DOES THE UNIT WORK IN PARTNERSHIP WITH PARENTS?**

49. The good links with parents and carers reported at the last inspection have been maintained. The unit continues to work hard to develop the partnership. The vast majority of parents and carers are supportive of the unit and the links contribute positively to pupils' learning and development.

50. Information received from parents indicates agreement that the unit is very approachable, that they are quickly informed and involved if there are any difficulties and that children's attitudes and behaviour do improve whilst they are at the unit. The minor concern expressed over homework is not supported by inspectors who judge that homework is set and marked regularly and is appropriate to reinforce classroom learning. A few parents also disagreed with the practice of sending home pupils who arrive late three times. Inspectors recognise that this practice reduces learning time and adversely affects the achievement of the few pupils concerned.

51. From the initial referral meetings and throughout a pupil's time at the unit, staff work closely with parents and carers to build a trusting relationship and to encourage their support. Parents receive good quality information about the unit. They are encouraged to co-operate with the unit and to become more involved in their children's education. Parents are quickly contacted if there are any concerns and equally quickly informed of positive achievement and development. There are no formal parents' evenings to review development but the unit ensures that parents and carers are kept well informed of pupils' progress, particularly their personal and social development, on a regular basis. Parents and carers are made welcome in the unit at any time and there is good support from parents at the annual open day and at art shows celebrating pupils' work.

### **HOW WELL IS THE UNIT LED AND MANAGED?**

52. The leadership by the head of centre and deputy head of centre are good and there are a number of reasons for this. They work very well together as a team, complementing each other with their particular skills. Delegated responsibilities for all staff are very clear. Staff have yearly subject targets ensuring that they know what they need to do in their subjects. The small team of staff work co-operatively keeping in mind the aims of the unit. There is a clear commitment to ensure pupils receive the best possible education so they can be included in further education once they leave.

53. The unit has maintained its effectiveness since the last inspection. It has continued to develop provision significantly lengthening the hours and providing a more varied curriculum for Year 11 pupils. This is despite the pace of improvement slowing last year due to staff shortages which meant that the head of centre has had to take a large teaching role. Developments are supported by good management procedures. For example, time is used well and there are consistent working practices and routines understood by all staff. The day-to-day running of the unit is well managed with the highly efficient clerical staff playing a substantial role in communicating with parents and working to ensure pupils come into school.

54. There is a clear strategic view of the educational direction and future development the unit needs to take to continue to move forward. This focuses on the move of the academic

site to purpose built accommodation on the site of the local college. One aim of this move is to forge effective academic and vocational links and support full time education.

55. There is an effective many-layered overview of the unit. The local education authority in its role as the appropriate authority has delegated the running of the unit to New Rush Hall school. The local education authority maintains a suitable overview through meetings with the headteacher of the school and through advisory staff who visit the unit. It has a very clear admissions policy that ensures pupils are appropriately placed. The school also has a strategic role overseeing much of the outreach work for pupils with emotional and behavioural difficulties for the local education authority. The unit is part of this integrated service and the head of the centre is part of the senior management team who work closely together. This ensures that there is a clear understanding of the place the unit has within the service and a knowledge of all possible support for pupils.

56. The chair of the management committee is particularly active in visiting the unit and this ensures that those on the management committee have a good understanding of the unit's needs. They also know where improvements need to take place through involvement in development planning.

57. Monitoring and evaluation is good overall. The headteacher of New Rush Hall school has a strong role in the regular monitoring and evaluation of the unit with the aim of ensuring pupils receive the best possible education. This includes the setting of the head of centre's performance management targets. Consequently, the headteacher has a very good knowledge of the strengths, areas for development and what needs to be done to raise standards. Both the headteacher of the school and the head of the centre complete a formal cycle of teaching observations. This has contributed well to the improvement in teaching since the last inspection. All staff have successfully completed one round of performance management. The deputy head of the unit regularly monitors subject planning to ensure all aspects of subjects are covered. Staff review the unit development plan yearly and contribute written reviews of their own subjects which are used to set new targets for improvement. Staff also evaluate outcomes by use of pupils progress reports. Although the unit does comprehensively evaluate practice and set new targets, it is less successful with attendance. Staff make every effort to ensure pupils attend and all absences are carefully followed up. Although this has led to some improvement in attendance, information gathered, including the impact on their education for those pupils sent home for lateness, is not evaluated. Consequently it is not used to plan whole unit developments aimed at raising and sustaining attendance in order to ensure all pupils have the chance to achieve well.

58. There has been good improvement in the unit development plan since the last inspection. Targets resulting from yearly evaluations are relevant and specific and aimed at improving education. It is very clear who has responsibility for implementation and there are clear success criteria. Finances are now carefully matched to educational need and unit priorities. Although the unit is only in control of a small budget it is managed appropriately. There has been a considerable improvement in financial development and planning. This ensures finances are well used to support learning and educational priorities. For example, the spending on ICT has led to higher levels of use of new technology by both staff and pupils and very good acquisition of skills. The unit also obtains resources at competitive prices, consulting staff on what is needed so that there are enough resources for the curriculum.

59. There is a good induction programme where new staff shadow experienced staff. In this way they can gain confidence and become familiar with the unit's routines and pupils needs before teaching them. There is a good range of staff development. This appropriately focuses on the unit, individual staff needs and issues such as the new Race Equality Act and the response which the unit is formulating to it.

60. Staffing shortages mean that there have been some gaps in subject areas. Last year the unit was three staff short at one stage, despite strenuous efforts to attract suitably qualified and experienced staff. It has led to the inability of the unit to provide accreditation in science and the lack of an English specialist. At present, the situation is better. The versatility of other staff has meant that standards in English have been maintained and pupils continue to receive good learning experiences. There is one educational support assistant who is presently spending most of her time on attendance issues as the unit recognises this as a key issue.

61. Accommodation is clean and welcoming. It is also accessible to all pupils. There are attractive displays of pupils' work, particularly on the vocational art site, which do much to raise pupil self esteem. There are limited opportunities for practical science. However the move to the college site should help rectify this. Resources are good and effectively support learning. Those for ICT are very good ensuring pupils have access to the most up to date computers and software.

### **WHAT SHOULD THE UNIT DO TO IMPROVE FURTHER?**

62. The head of unit and management committee and staff need to:

Improve attendance by -

- reviewing the policy on lateness in order to ensure pupils do not miss their education when late;
  - systematically evaluating the large quantity of data on attendance and using it to assess where action is needed to support attendance;
  - identifying and implementing suitable incentives to attendance;
- (Paragraphs: 15, 40, 57)

Extend the range of learning opportunities by:

- making links with the community and further educational establishments;
  - providing relevant work related activities for all pupils;
- (Paragraphs: 32, 33)

Ensure pupils with additional learning needs have increased opportunities for learning by –

- improving the quality of their IEPs so they give specific guidance on learning targets for pupils;
  - developing more comprehensive strategies for improving their literacy skills;
- (Paragraphs: 10, 18, 30, 47)

In order to support the unit in extending the learning opportunities for pupils, the LEA needs to:

- ensure there are an appropriate number of experienced teachers to meet curricular needs;
- move ahead with its aim of relocating the academic part of the unit onto the site of a local college so that appropriate college links can be made to support wider learning opportunities, provide access to a range of specialist facilities and ensure all pupils receive a full time education.

(Paragraphs: 5, 16, 23, 27, 33, 53, 54, 60, 61)



## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	34
Number of discussions with staff, governors, other adults and pupils	33

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	21	8	0	0	0
Percentage	0	15	62	23	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. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

### Information about the unit's pupils

Pupils on the unit's roll	No of pupils
Number of pupils on the unit's roll	32

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	32

English as an additional language	No of pupils
Number of pupils with English as an additional language	7

### Attendance

#### Authorised absence

	%
Unit data	27

#### Unauthorised absence

	%
Unit data	27

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



### **Ethnic background of pupils**

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

### **Exclusions in the last school year**

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
18	5	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
3	0	0
0	0	0
0	0	0
4	0	0
3	0	0
2	0	0
0	0	0
1	0	0
1	0	0

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

### **Teachers and classes**

#### **Qualified teachers and classes: Y[10 – Y 11**

Total number of qualified teachers (FTE)	5.8
Number of pupils per qualified teacher	5.5

FTE means full-time equivalent.

#### **Education support staff: Y[10 – Y11**

Total number of education support staff	1
Total aggregate hours worked per week	30

### **Financial information**

Financial year	2001-2002
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	£
Total income	44206
Total expenditure	44085
Expenditure per pupil	938
Balance brought forward from previous year	2455
Balance carried forward to next year	121

\* Not all expenditure is devolved to the unit.



### ***Recruitment of teachers***

Number of teachers who left the unit during the last two years	1
Number of teachers appointed to the unit during the last two years	0

Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	32
Number of questionnaires returned	1

### **Summary**

Only one parent returned the questionnaire. This is too small a sample to be truly representative but views expressed were positive.