

INSPECTION REPORT

SECONDARY SUPPORT CENTRE

York

LEA area: York

Unique reference number: 121270

Headteacher: Chris Nicholson

Reporting inspector: Katharine Halifax
25439

Dates of inspection: 13th - 16th January 2003

Inspection number: 249526

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

© Crown copyright 2003

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

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

INFORMATION ABOUT THE UNIT

Type of school:	Community
School category:	Pupil Referral Unit
Age range of pupils:	11 to 16 years
Gender of pupils:	Mixed
Unit address:	Cornlands Road
York	
Postcode:	YO24 3DX
Telephone number:	01904 784601
Fax number:	01904 791785
Appropriate authority:	The Local Education Authority
Name of responsible officer	Murray Rose – Assistant Director of Education
Date of previous inspection:	18 th May 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
25439	Katharine Halifax	Registered inspector	Science Religious education	The characteristics and effectiveness of the unit The unit's results and pupils' achievements Teaching and learning Leadership and management Key issues for action
9572	Kitty Anderson	Lay inspector	Educational inclusion	Pupils' attitudes, behaviour and personal development Pupils' welfare, health and safety Partnership with parents and carers
22178	Kate Robertson	Team inspector	Mathematics Information and communication technology	Quality and range of opportunities for learning
2512	Brian Emerey	Team inspector	Art and design Design and technology Personal social and health education Citizenship Special educational needs	
2200	Jim Stirrup	Team inspector	English History	

The inspection contractor was:

Penta International
Upperton House
The Avenue
Eastbourne
BN21 3YB

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

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

REPORT CONTENTS

Page

PART A: SUMMARY OF THE REPORT

7

Information about the unit
How good the unit is
What the unit does well
What could be improved
How the unit has improved since its last inspection
Standards
Pupils' attitudes and values
Teaching and learning
Other aspects of the unit
How well the unit is led and managed
Parents' and carers' views of the unit

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

12

The unit's results and pupils' achievements
Pupils' attitudes, values and personal development

HOW WELL ARE PUPILS TAUGHT?

16

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

17

HOW WELL DOES THE UNIT CARE FOR ITS PUPILS?

19

HOW WELL DOES THE UNIT WORK IN PARTNERSHIP WITH PARENTS?

21

HOW WELL IS THE UNIT LED AND MANAGED?

21

WHAT SHOULD THE UNIT DO TO IMPROVE FURTHER?

23

PART C: SCHOOL DATA AND INDICATORS

24

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE UNIT

The Secondary Support Centre is a pupil referral unit catering for pupils aged 11 to 16 years who have been excluded, or who are in danger of being excluded from mainstream schools. The Centre is one part of York Behaviour Support Service and serves the whole of the City. Pupils come from a wide range of backgrounds including less prosperous areas of the City. The length of stay varies from a few weeks to over a year. Currently, 102 pupils are on roll of whom 9 spend part of their time in secondary schools and part in the Centre. Sixty-two are in colleges or on work placements. Forty pupils spend most of their time in the Centre. All but three pupils are of white British origin. Two pupils are mixed race. Neither was in the Centre during the inspection. All pupils speak English as their main language. There are far more boys than girls. All pupils have special educational needs with 20 having a statement for their needs. For most, their educational needs are of an emotional and behavioural nature. A number of pupils have more complex behavioural needs, others have mental health problems. This number is increasing significantly. On leaving the Centre, all but a small number re-enter school or move on to appropriate training or further education. Prior to attending the Centre, many pupils have been out of school for long periods of time. Most have a negative attitude to education, and their attainment on entry to the unit is well below that expected of pupils of this age. At the time of the inspection, a number of pupils were new to the Centre.

HOW GOOD THE UNIT IS

This is a very effective unit being held in high esteem by secondary headteachers, parents, past and present pupils, other professionals and officers of the authority. The quality of teaching is very good. All pupils are valued equally as individuals and staff work hard to make sure they get the best from their time in school. Though each intake of pupils is becoming more challenging, staff are successful in enabling a significant number of pupils from Years 7, 8 and 9 to return to mainstream education or more appropriate placements. Those in Years 10 and 11 who have come from 13 different secondary schools and who have become disenchanted with education have been motivated and successful. They have achieved graded passes in General Certificate of Secondary Education (GCSE), in up to seven subjects in half the time normally taken. Not complacent, managers continue to challenge and inspire staff and pupils to aspire to even greater things. The Centre provides very good value for money.

What the unit does well

- The very strong leadership of the headteacher and deputy has resulted in a very effective learning environment with a commitment to high achievement.
- Teaching is very good. Staff are hard working and dedicated. They manage pupils particularly well and are successful in motivating pupils who had lost interest in school.
- Pupils in Years 10 and 11 achieve a wide range of nationally recognised awards through the imaginative opportunities available to them.
- The very good links forged with other schools, colleges and the community enable the Centre to function effectively and fulfil its role.
- Very good provision for pupils' social and moral development contributes significantly to their increased confidence, self-esteem and personal progress.
- Staff at the Centre provide high quality support and guidance to help pupils come to terms with their problems and cope with their difficulties.

What could be improved

- Attendance and punctuality are unsatisfactory.
- Pupils in Years 7, 8 and 9 do not have sufficient opportunities to improve their writing, numeracy and information communication technology skills in different subjects.

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

HOW THE UNIT HAS IMPROVED SINCE ITS LAST INSPECTION

The Centre has made good improvement since the last inspection in May 1998. Despite the increasing challenge of each new intake of pupils, achievements in national awards are very good. There has been a decline in attendance rates. However, some of this is because pupils now use public transport. The key issues to establish a co-ordinator for curriculum and assessment, to implement procedures for improving the recording of attendance in and out of the Centre, and clear targets for success in the development plan have been successfully tackled. The Centre now has a clearly defined role and it is possible to calculate the cost of educating each pupil. Communication systems within and out of the Centre are much improved. Though some work has been done on the provision for pupils' spiritual and cultural development, a planned programme is still not in place. The quality of teaching has improved with a much higher percentage of good and very good teaching being observed this inspection. The Centre has been awarded an Achievement Award by the Department for Education and Skills for improvement in standards. The commitment of staff to provide a high quality education places it in a very strong position to continue to improve.

STANDARDS

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

Progress in:	by Year 9	by Year 11	Key	
English	B	A	very good	A
Mathematics	B	A	Good	B
Science	B	A	Satisfactory	C
personal, social and health education	A	A	Unsatisfactory	D
other personal targets set at annual reviews or in IEPs*	A	A	Poor	E

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

Taking account of their previous attainment and special educational needs, the pupils' achievement is good by Year 9 and very good by Year 11. The difference is because older pupils have developed a more mature attitude, because of the learning opportunities offered and the desire by pupils to succeed in gaining national awards, recognising this may be their last chance. Other than information communication technology, achievement for pupils in Years 7, 8 and 9 is never less than good. Achievement in personal, social and health education is very good in both age groups. Standards and achievement in information and communication technology are satisfactory and have been adversely affected because the equipment was stolen and has only very recently been replaced. In Years 10 and 11 in all other subjects, achievement is never less than good. It is very good in English, mathematics, science, history and art where pupils achieve graded passes in GCSE in less than one year. This is because of the mature quality of relationships, the broad and relevant range of learning opportunities and the desire by pupils to succeed in gaining nationally recognised awards recognising this may be their last chance. The target of 5 graded GCSE passes for each pupil is very challenging.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the unit	Satisfactory overall. Pupils show an improved attitude to education from their time at previous schools. Those working towards national awards display a mature attitude and want to succeed.
Behaviour, in and out of classrooms	Good overall. Although some inappropriate outbursts were observed, most pupils learn to control their behaviour. Behaviour at college and on work placements was very good.
Personal development and relationships	Good. Pupils become more tolerant and learn to work together. They are beginning to use their initiative and take responsibility for their actions. Relationships with staff and between pupils are very good.
Attendance	Unsatisfactory. However, recently introduced systems have led to steady improvement in attendance. Punctuality is unsatisfactory. The very poor attendance of a few pupils affects the overall figure significantly.

TEACHING AND LEARNING

Teaching of pupils:	Years 7 to 9	Years 10 and 11
Quality of teaching	Very good	Very good

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

Teachers plan their work to match the different abilities in their class so all make at least good gains in their learning. The teaching of English is good for pupils in Years 7 to 9, and very good for those in Years 10 and 11. The teaching of mathematics follows the same pattern. Teaching is very good in science and personal, social and health education in both age groups. Literacy and numeracy are taught well, but pupils in Years 7 to 9 do not have sufficient opportunities to improve their writing, reading and numeracy in other lessons. Similarly, pupils in this age group do not use new technology enough in other subjects. In some lessons, the quality of learning did not match the quality of teaching because, despite interesting work and very good behaviour management, some pupils were reluctant to learn. This has an adverse effect on their achievement. All teachers are familiar with pupils' behaviour targets and refer to them in lessons, so pupils make good improvement in their behaviour in class. Very good relationships between staff and pupils improve pupils' self esteem and give them the confidence to 'have a go'.

OTHER ASPECTS OF THE UNIT

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. There is a good emphasis on mathematics and English. Pupils do not take part in any physical activities. However plans are advanced for this to happen in the near future. Pupils in Years 10 and 11 benefit from a wide range of imaginative opportunities which are appealing and challenging.
Provision for pupils with special educational needs	Good. Management by the co-ordinator for special educational needs and the work of the learning support teacher contribute significantly to pupils' very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for pupils' moral and social development is very good. Opportunities for pupils to develop spiritual awareness are satisfactory. Provision for pupils' cultural development is unsatisfactory. Opportunities to extend their awareness are limited and not enough has been done to prepare them for living in a multi-racial society.
How well the unit cares for its pupils	Very good. Staff know pupils very well and provide very good support and guidance for those in their care. The support given to pupils returning to mainstream education enables smooth transfer. Staff check pupils' progress carefully and this helps them set suitable work. Information for parents and carers is very good. Staff endeavour to involve them in their child's learning.

HOW WELL THE UNIT IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good overall. Leadership by the headteacher and deputy is very strong. Although the curriculum is managed well by specialist teachers, no-one is checking pupils extend their writing, numeracy and information communication technology in other subjects.
How well the management committee fulfils its responsibilities	Very good. Members of the committee monitor the work of the Centre and use their individual skills very effectively to support the work of the unit. In addition, they are successful in making others within their professions aware of the quality provision offered at the Centre.
The unit's evaluation of its performance	Very good. Managers know the strengths and what needs to be done to improve. The Centre works very well to provide the best value, for example, by consulting with those who have an interest in it and through the constant challenge to improve.
The strategic use of resources	Good. Staffing, accommodation and resources are adequate for the number of pupils. These are used well for the teaching of all subjects. Money is targeted effectively to improve standards and provision.

PARENTS' AND CARERS' VIEWS OF THE UNIT

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The quality of teaching is good. Staff have high expectations of pupils.• The Centre works closely with parents• Staff are approachable if there is a problem.• The Centre is well led and managed.• Pupils are given a fresh start each day.	<ul style="list-style-type: none">• The amount of homework pupils are given.• The range of activities available outside lessons.

Though no parents attended the meeting and only a small number responded to the questionnaire, discussions were held with parents attending review and contract meetings. The inspection team agrees with the strengths identified by the parents. In response to their concerns, homework has often been a source of conflict at previous schools. The amount given is satisfactory for this type of unit. Pupils who are working towards GCSEs are expected to do work at home. Activities offered out of lessons are limited because pupils come from all over the city and are dependent on public transport.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The unit's results and pupils' achievements

1. Prior to attending the Centre, many pupils have been out of school for long periods of time and have gaps in their learning. Others have made little progress at their previous schools due to their behavioural difficulties and irregular or poor attendance. As a result attainment on entry is well below that expected of pupils of this age. Staff are very successful in settling most pupils and encouraging a good attitude to work. This has a positive effect on pupils' progress. Despite a significant change in the behaviour and needs of pupils, as at the time of the last inspection, younger pupils continue to return to mainstream education and older pupils achieve graded passes in GCSE in up to seven subjects, many of them in Year 10.
2. Pupils' attainment upon entry into the Centre in all areas of **English** is well below average. Good and very good teaching, however, ensures that pupils achieve well in relation to their prior learning. Achievement is good in Years 7 to 9 and very good in Years 10 and 11 where the majority of pupils achieve a pass grade in GCSE English language. This was reflected in the most recent examinations in 2002 when over 80% of pupils achieved a C to G grade. All the more remarkable in that pupils achieved these grades in less than one year of study.
3. Most pupils in both age groups improve their **speaking and listening** well and taking part in conversations and discussions in class and with their friends. This is because teachers challenge pupils' initial responses, encouraging them to develop their ideas, give more detail and speak at length. Direct questions to some of the passive and more reluctant pupils ensure all take an active part in lessons. However, pupils' ability to organise their thoughts and articulate their ideas and opinions in formal situations is less well developed.
4. Most pupils in Years 7 to 9 make good gains and have acquired satisfactory skills in **reading**, though they sometimes have problems in interpreting what they have read. Pupils with identified reading concerns receive good additional support. Although pupils read a satisfactory range of stories and factual materials, their comprehension skills are not as well developed. Nevertheless, all are making very good gains in retrieving information from a range of sources such as books, newspapers and the Internet. Those in Year 10 are given the chance to explore a range of challenging texts as part of their GCSE studies. Although most rise to the challenge and develop simple critical and analytical skills a significant number still have problems in tackling new vocabulary and do not always appreciate the writer's use of language in order to create tone, setting and character. Few pupils read for pleasure.
5. In **writing**, spelling is improving well because of regular daily practice. Satisfactory progress is made in grammar and punctuation. With the exception of some good work on Shakespeare much of the work in Years 7 to 9 focuses, understandably, on the development of basic skills. Sometimes however, a number of such activities are carried out in isolation on photocopied worksheets which only require single word answers or brief notes, and fail to challenge the pupils. Note taking by pupils in Year 10 is adequate and used effectively to produce short essays in response to the books and plays they have read. Many pupils have had problems with writing in the past and are reluctant to write or, for example, use re-drafting or word processing in order to improve the quality of their work. Pupils in Years 7 to 9 are given too few opportunities to develop their writing in other subjects.

6. Achievement in **mathematics** is good for pupils in Years 7 to 9. The National Numeracy Strategy has had a positive impact on both teaching and learning. By Year 9, pupils work through money problems and many are competent using the four rules with whole numbers and decimals and calculate with increasing care. Using and applying mathematics is recognised as being a weaker element for this age group and is currently being developed. Whilst pupils extend their numeracy by, for example in science, producing linear graphs to show the relationship between the size and mass of the planets, overall, pupils in this age group have too few opportunities to improve their skills in other subjects. Pupils in Years 10 and 11 achieve very well in mathematics. In the 2002 examinations over 83% of pupils gained a graded GCSE pass. By the time they leave, pupils have an understanding of algebra, solving simple equations and make graphs of linear equations. In number work, they compare fractions, decimals and percentages. Some of the current pupils have already completed modules in number, shape and time towards the Certificate of Achievement.

7. Achievement in **science** is good in Years 7 to 9. Pupils are motivated by the practical activities. They improve their knowledge of living things, materials and their properties and physical processes. Whilst pupils know how they to set up an experiment, and predict the outcome of their investigation, many find recording their findings difficult. Much of their work is recorded using worksheets. This reduces opportunities to write independently. Though some work has been done on data handling, insufficient use is made of new technology to support work in the subject. Pupils make very good gains in thinking and working as part of a team in science lessons. For example, in order to learn the correct position of the components of a three-pin plug, pupils had to look at a plug, commit the layout to memory then relate this to fellow pupils to draw. Achievement is very good in Years 10 and 11 with most pupils achieving GCSE. Of the twenty pupils entered, all but one attained a graded pass, with two achieving grade C. This is good improvement since the last inspection when less than half of the group achieved a pass.

8. Progress in **information communication technology** has been hampered by the theft of equipment and the lack of a range of suitable software. As a result of the theft, examples of pupils' work were limited. The Centre has only very recently been re-equipped and computers are beginning to be used regularly. Achievement is satisfactory in both age groups. Pupils in Years 7 to 9 are beginning to acquire basic skills. Those in Years 10 and 11 have acquired basic keyboard and mouse skills and higher attaining pupils showed confidence and familiarity when accessing the Internet, importing and saving images. All have basic word processing skills, including changing type, size and colour of fonts and saving and printing work. Pupils have too few opportunities to use computers to support work in other subjects.

9. Achievement in **art and design** is good in Years 7 to 9 and very good in Years 10 and 11 because of the good provision and skilled teaching. Pupils in Years 7 to 9 make good progress in gaining skills they have not acquired during their previous educational experience. Pupils have experience of a wide range of art and design applications including three-dimensional work, work with paint, oils, crayon and collage. Pupils are confident in their work and willingly experiment with new media and approaches. Those in Years 10 and 11 are determined to achieve GCSE and have developed their skills and understanding sufficiently to produce an impressive portfolio of artwork. These demonstrate increasing maturity in their work and in some instances work of very high quality. This has been recognised in the grades pupils have achieved and the displays of past and present students' work around the Centre. Pupils work individually and with confidence. They show pride in their work and talk willingly and knowledgeably about their portfolios and explain, for example, how the work of Dali and Brueghel has influenced their own work. All pupils entered for the 2002 examinations achieved a graded pass. A small number of pupils in Year 11, who achieved GCSE in Year

10, have progressed to a GNVQ Art and Design Foundation course at a local college and are considering a career using their skills.

10. Achievement in **design and technology** is good. As in art and design, pupils in Years 7 to 9 have begun to catch up on many of the skills they have missed and their understanding is developing well. Pupils undertake a simple design brief and make a small toy or decorative object to a reasonable standard. All complete a checklist of the skills they have acquired and discuss their work with authority. In Years 10 and 11, pupils have completed a range of tasks for their GCSE coursework. Their work shows increased maturity and the benefits of working through a skills checklist approach. They use tools appropriately and safely and are making a range of products of good quality, for example TV table, CD stand and table games. All their work is the result of a comprehensive and good quality design brief with sketches, plans and evaluation. Pupils independently and willingly take advice and respond to the challenges. All who were entered for the 2002 examinations achieved a graded pass. In the **food studies** element of the subject, pupils acquire the skills to make a simple meal. They plan a balanced meal, using their knowledge of nutrition and cost out the ingredients. Activities such as the Bonfire Celebration, where pupils invite guests, are linked well with other subjects such as history and art, and in the writing of poetry in English. Equipment such as knives, mixers, and cookers, are used properly and safely.

11. Pupils in Years 7 to 9 achieve well in **history** in relation to their prior learning. Those in Years 10 and 11 achieve very well, attaining a pass in less than a year. Pupils in Years 7 to 9 have a basic understanding of chronology and come to understand how people and places change over time. This was seen when pupils in Years 8 and 9 considered the impact of the Romans, Vikings and medieval people on the city of York, in terms of its lay-out, architecture and naming of streets. Whilst discussions are fruitful, much of the work is recorded on worksheets giving pupils few opportunities to improve their writing by, for example, writing in character. Pupils in Year 10 are entered for a half GGCE and complete their work in less than a year. Pupils especially boys, are fascinated by units such as The American West 1840 – 1895 and the scrutiny of work reveals that this results in positive attitudes to their work. However, again, much of the written work uses a commercial scheme of work for notes and work sheets and limits progress in writing.

12. Pupils' achievements in **personal, social and health education** are very good. Their knowledge is in line with that expected of pupils in both age groups. In aspects of citizenship, pupils display mature understanding, for example, the issues of disability. Work in careers education requires them to reflect 'What sort of person am I?' They undertake this with maturity and good sense. Pupils' advances in understanding of a wide range of personal, social, moral and health related issues is very good. They achieve, through very good teaching and a well-planned programme, an understanding of issues about which they knew little and had little concern before attending the Centre. As a result they demonstrate very good attitudes in all lessons and tackle some difficult questions with maturity, for example crime, drugs, sex, race, relationships, morality, work and benefits.

13. Achievement in **religious education** is good because activities are relevant to pupils' experiences and understanding. Careful consideration has been given to how the recently published York Locally Agreed Syllabus has been adapted. Pupils are aware of major world faiths and their concept of God. Following a visit to the local Catholic church pupils discussed the significance of the layout and objects of interest and how they appreciated the opportunity to light candles for family and friends who are causing concern. Pupils are making very good improvement in their personal development through topics such as 'Forgiveness' and, through reparation, have mended broken relationships at home and in the community. The search for evidence for the unit 'The truth is out there' has successfully gained pupils' interest

by exploring palmistry and horoscopes as an introduction to evidence and proof for religious beliefs.

Pupils' attitudes, values and personal development

14. Pupils' attitudes and behaviour are similar to those at the time of the last inspection. Attitudes are variable. Those who attend regularly mostly like coming. However, attendance rates remain unsatisfactory, which demonstrates the attitude of a significant minority is less positive. Nevertheless, the attitude of most has improved considerably since their time in mainstream school. Most of those working towards nationally recognised awards are determined to achieve. Past students and present pupils recognise the difference the Centre has made to them with one commenting "I really screwed up in my other school. This place saved me. I'll get my GCSEs and be OK". Pupils' sense of personal responsibility is developing well. The final decision to take up a place in the unit is theirs. A recent newspaper article highlighted this, quoting that a place at the Centre 'involves pupils in some quite adult decisions'.

15. Relationships between pupils and with staff have improved since the last inspection and are now very good. This allows the Centre to function as an extremely orderly community. Despite the increased number of pupils who present challenging behaviour, behaviour continues to be good. This creates a positive learning environment. Most pupils are fully involved in their lessons. When well motivated they show a keen interest. They follow their teachers' instructions and maintain concentration well. Pupils are proud of their work and presentation is good. They respond well to opportunities to work together, for example when volunteering ideas to improve a game they are creating in information communication technology. However, on some occasions, pupils lose interest and disruptive behaviour results in the loss of valuable learning time. Nevertheless, most learn to manage their behaviour well. The majority ignore outbursts of inappropriate behaviour when, prior to attending the Centre, they would have fuelled an incident. Those who have previously found security wearing baseball caps and coats in lessons adhere to the Centre code of classroom etiquette not to wear such items in class. Some examples of very good behaviour were seen in the Centre, at college and on work placements. Most pupils improve their behaviour sufficiently to maintain it on return to mainstream school or further education.

16. Staff trust pupils and expect them to manage their behaviour and take responsibility for their actions. To this end, though the recreation room is unsupervised, behaviour at breaktimes is good. Pupils understand the impact of their actions on others, recognising, for example, if they misbehave in the pool room, the room will be closed for a week and others will suffer because of their actions. No incidents of bullying, sexism or harassment were observed. The number of exclusions has decreased considerably since the last inspection. Exclusion is seen as a last resort and only used in extreme cases. Pupils understand the relevance of the Centre's three rules and know if any are broken, they will be required to renegotiate their contract. Equally pupils enjoy the rewards they receive for good behaviour.

17. At the start of this school year taxis transporting pupils to and from the Centre were cancelled. Initially this resulted in very poor attendance. However, improved systems for following up absences have, over the last term, resulted in steadily improving figures. A small number of pupils continually fail to attend or to inform staff of reasons for absence. This adversely affects the unauthorised rate. Despite high absence rate, the majority of pupils make good improvement in their attendance for example, from 30% to over 80%. A small number have progressed from non-attendance to over 90% demonstrating very good improvement. Punctuality is unsatisfactory. Lessons start promptly at 9.30 and 12.45. Some pupils were observed drifting into the building up to an hour late thus missing a substantial amount of their first lesson. This affects their learning.

HOW WELL ARE PUPILS TAUGHT?

18. The quality of teaching seen ranged from satisfactory to very good being very good overall. This is good improvement since the last inspection when teaching was judged to be good. Teaching is very good because teachers plan their work effectively, they have very good subject knowledge, manage pupils' behaviour very well and show respect and trust to those in their care. However, despite well-planned lessons and the skilled use of a very wide range of strategies, some pupils, especially in Years 7 to 9 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 and do not have the same loyalty as those who have been there longer. Some have complex behavioural difficulties. In these lessons, learning does not reflect the quality of teaching and adversely affects achievement.

19. Teachers plan their work very effectively. Though groups are small in number, teachers plan for the wide ability spread, being clear about what each pupil will learn in each lesson. Each lesson begins with an outline of the knowledge and skills pupils are expected to acquire. These are checked at the end of the lesson when pupils decide if they have met their objective when asked, "What have you learned this lesson?" All teachers are specialists in their subject and adapt and modify their knowledge to meet individual needs in the activities presented. This contributes to pupils' rate of progress. Previous learning is recalled at the start of each lesson so information is fresh in pupils' minds as was seen when, in English, pupils revised the story of Romeo and Juliet. Then, using their knowledge of the story, they successfully compared two film versions saying where each followed or deviated from the text. Staff use a range of teaching and learning styles to engage and maintain pupils' interest. Questions are used effectively to challenge pupils thinking. Such an occasion was during citizenship, aimed to raise awareness of disability. Pupils thought deeply and came up with carefully considered responses to the question "How would a person in a wheelchair manage on a train without a toilet for the disabled?" Conscious of the small number of girls in each group, teachers make sure girls are fully involved in all activities. Similarly teachers ensure quieter and more reluctant pupils take an active part. Teachers allow a certain amount of time for pupils to complete a task, this ensures lessons continue at a brisk pace. Throughout the lesson, teachers check pupils understand what they should be learning by re-visiting the objective for the lesson. This was seen in mathematics when pupils made good gains in their understanding of positive and negative numbers through work on temperature. All these strategies encourage pupils to sustain concentration, to be productive and to be actively involved in their learning.

20. Behaviour and classroom management are very good. Staff are consistent in their approach to pupils and follow the behaviour guidelines set out by the Centre. At the first sign of inappropriate behaviour or language a sharp "Inappropriate", by the teacher quells the behaviour and allows the lesson to continue with minimum disruption. On most occasions this is sufficient. However, where pupils are determined to cause disruption they are asked to leave the classroom to cool down and think about their actions. Should a pupil refuse to leave, as was the case in an art lesson, the teacher sensibly isolated the disruptive pupil by removing the rest of the group to another room. The lesson then continued with minimum disruption to learning. At such times a member of staff is always available to spend time talking, listening and, where necessary, reasoning. In almost all cases the pupil is back in the classroom within ten minutes, usually making a sincere apology and returning to their work. Pupils learn to accept the consequences of their outbursts with good grace because teachers are realistic when awarding points at the end of each lesson. Pupils know if they leave a lesson they will lose ten of their points that could have been exchanged for vouchers or rewards.

21. Teachers are very successful in creating a calm atmosphere conducive to work. They treat pupils with respect and place trust in them. All staff have time to listen. When speaking to pupils they make eye contact and show genuine interest in what has been said. On occasions, when pupils are out to shock, staff keep their cool and avoid confrontation, quietly explaining why some action is inappropriate. No matter how bad a day has been staff promote the ethic of the Centre, giving pupils a fresh start each day. As a result pupils generally respond well to the trust placed in them. Deserved praise and encouragement are used very effectively to motivate pupils and improve their confidence and self-esteem. Staff value pupils' contributions, for example writing their answers on the board so pupils try harder. Relationships between staff and pupils are very good. This enables teachers to challenge pupils to improve their work without confrontation resulting. In design and technology, for example, a pupil working on a project was asked "Is that good enough, does it work as it should?" and 'Why not?' The pupil responded positively and as a result improvements were made.

22. All teachers are familiar with pupils' individual behaviour targets and refer to these in lessons. Individual targets such as 'to remain calm all lesson' or 'to sit for 15 minutes without rocking my chair' are used effectively to enable pupils to make very good improvement in their behaviour and social development. Though some pupils have identified literacy and numeracy needs, the learning needs co-ordinator has agreed targets with all pupils to enable them all to improve their rate of progress. Teachers help them improve some aspects of literacy by, for example, having spelling tests of specialist vocabulary each lesson. However, apart from specialist teachers of English and mathematics, other staff not fully aware of specific literacy and numeracy targets such as 'to know first 50 high frequency words' or 'to add and subtract numbers up to 100 correctly'. This limits opportunities for pupils to improve their literacy and numeracy in other subjects.

23. In the few lessons where teaching, though satisfactory, was less effective, the pace of the lessons was slower so, on occasions, pupils' concentration lapsed. In some cases there was a heavy dependence on commercially produced work sheets with the result that pupils were not sufficiently challenged and missed opportunities to write independently.

24. Since the last inspection, teachers have improved their planned programmes and their record keeping. They use the outcomes of their assessment when planning further work. This is contributing to progress. Teachers continue to have high expectations of pupils' work as was seen in art when the teacher encouraged pupils to experiment and attempt techniques that pupils clearly thought were too difficult for them. They responded to the deserved praise and encouragement, willingly taking advice and improving the standard of their work.

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

25. The curriculum is satisfactory overall. The creation of a co-ordinator for the curriculum has resulted in a more coherent programme than at the time of the last inspection. Good improvement has been made through alternative learning opportunities for pupils in Years 10 and 11 since the last inspection. Notable strengths include provision for work-related learning and college placements. Pupils in Years 10 and 11 are able to continue their courses or be entered for GCSE or Certificate of Achievement in up to seven subjects. Additional nationally recognised courses are provided through local colleges and include a range as diverse as small animal care, information communication technology and hair and beauty therapy. Some of the shortcomings identified in the last report such as the lack of opportunity for pupils to undertake physical activity and music still have not been resolved because, though managers have endeavoured to recruit specialist teachers in these

subjects, they have had little success. Staff make every effort to ensure that all pupils, whatever their need, are fully included in every opportunity to learn.

26. The Centre continues to place a strong emphasis on improving pupils' performance in English, mathematics and science. Staff have responded well to the introduction of the National Literacy Strategy in Years 7 to 9. This is making a positive contribution to raising of standards in English. Whilst the English curriculum fulfils legal requirements it lacks balance for this age group. Understandably, there is great emphasis on the development of basic English skills but on occasions, this is at the expense of opportunities to improve independent writing and the chance to study a wider range of literature. The English curriculum for pupils in Years 10 and 11, based on the GCSE syllabus, is good. The curriculum for mathematics for pupils in Years 7 to 9 is appropriately based on the National Numeracy Strategy and is developing well. Although the curriculum suitably covers all aspects, opportunities for mathematical investigations are limited. The curriculum for pupils in Years 10 and 11 follows the GCSE and Certificate of Achievement and meets the needs of this age group very well. Overall, strategies for teaching the key skills of literacy, numeracy and information communication technology in other subjects are less well developed. This is particularly evident in Years 7 to 9. There is no policy for teaching numeracy and literacy so, though good attention is paid to spelling, other skills are not taught consistently.

27. The emphasis for pupils in Years 10 and 11 rightly shifts to preparation for life after compulsory school age. The development of the work related curriculum has been an apt focus and provides an increasingly strong element of the provision. Good links have been established with the local Connexions office and pupils are given clear messages of encouragement to understand and prepare for employment. This often continues well after pupils have left the Centre and assists in the final transition into the world of work or further education. Work placements are selected with care to suit pupils' specific needs, skills and abilities. Communications and work with local colleges ensure pupils gain access to a wide choice of courses that will help them to find work and succeed. This has a considerable impact on their confidence and self-esteem. Communication between the Centre, college and work placements has improved since the last inspection and is now very good.

28. The Centre aims to return pupils to mainstream education wherever possible. The programme of reintegration is very successful. Very close liaison with schools allows Centre staff to extend much of the work done by pupils in school and ensures that they do not miss out on important learning opportunities. The number of pupils returning to mainstream education is testimony to the success of the Centre. This success is dependent on the very good arrangements and very positive relationships, which exist between the Centre and mainstream schools. Receiving schools recognise the skills of Centre staff, drawing on their expertise and assessment to help pupils make a successful return.

29. Very good links have been established with numerous professional and voluntary bodies. Where deemed appropriate courses are devised to widen pupils' skills and chance of employment, as in the case of a 13 week course leading to a certificate in baby-sitting. A wide range of visitors from the community including police, prison officers, social workers and employers make a valuable contribution to the personal, social and health education programme and are valued by pupils. The policy for personal development is very comprehensive in the range of appropriate areas of study. Local links with industry and commerce are good, though mainly through the many work experience and college placements. All of the links and opportunities greatly enrich learning and contribute to pupils' personal development.

30. Provision for pupils' moral and social development has improved since the last inspection and is now very good. However, though staff have agreed a policy to develop pupils' spiritual and cultural awareness a planned programme has not been produced. Nevertheless, some very good opportunities are provided for pupils to reflect on their actions. Pupils are encouraged to consider what may happen to them if they chose not to conform to rules and the law. This was so when an officer from Hull Prison talked to pupils about 'Life Inside'. Initially, pupils appeared unaffected and unimpressed by the talk until the visitor opened a bag of laundry. At this point they were visibly shocked as the officer commented "That is what prison smells like". Staff continue to provide opportunities for pupils consider current political and social issues and reflect on their impact on people's lives. Whilst lessons such as science encourage pupils to ask 'Why?' and 'How?' for example, in relation to the formation of stars, opportunities are lost to generate questioning and promote a sense of wonder.

31. Provision for pupils' moral understanding is very good. Much of the work of the Centre revolves around issues of right and wrong, fairness and equal opportunity. A clear moral code has been established alongside high expectations of behaviour. It is made very clear that informal conversation between pupils about, for example, drug-taking and crime is not acceptable, and that honest work and respect are values which are worthwhile. Pupils are expected to recognise that being a good citizen is a positive achievement whereas delinquency is negative. Reinforcement of such values permeates the work of the Centre. Opportunities are taken both formally and informally to ensure that pupils are in no doubt about the social and moral values which all adults at the Centre hold and enforce.

32. Provision for pupils' social development is very good. Staff have high expectations that behaviour will reflect tolerance and understanding of individual differences and they consistently challenge any anti-social behaviour. Pupils who have previously found it difficult to accept demands for certain norms of behaviour or to relate within groups are enabled to function positively at the Centre. The Centre presents itself as an orderly community and pupils respond by showing commitment and recognising the work that is done on their behalf.

33. As at the time of the last inspection, provision for pupils' cultural development is mainly through work in art and English. There is no music, modern foreign language or drama. However, the lack of opportunity is recognised by staff and ways are being explored through, for example, English and humanities for a more robust approach. Whilst pupils' gain a basic understanding of the beliefs and celebrations of major world faiths in religious education, they have few dealings with people from other ethnic groups. The lack of other cultures within the City makes the raising of multicultural and multi-ethnic awareness difficult, but nevertheless crucial. Little work has been undertaken in these areas. As a result pupils show little awareness or understanding of different cultures and are not prepared for life in a multi-racial society.

HOW WELL DOES THE UNIT CARE FOR ITS PUPILS?

34. The support and care given to pupils has improved since the last inspection. Staff are more alert to health and safety issues and have improved the way they monitor academic and personal development. The Centre provides an environment where pupils feel secure and able to learn. Staff instil that each day is a fresh start, so whatever may have occurred previously, pupils feel confident when they return the following day. The very good level of support and guidance given to each pupil has a positive impact upon their development. Parents agree that the school encourages their child to become mature and responsible.

35. All staff make every effort to provide for the welfare and safety of pupils both within the Centre, in college and on work placements. Suitable systems for monitoring health and

safety, the administration of first aid and for child protection are in place. Relevant health and safety checks, such as fire drills and annual equipment tests, are carried out regularly. A strong emphasis is placed on health and safety during lessons and visits out.

36. The personal support given to pupils is of a very high standard and has a major impact on their progress. A successful ex-student commented 'If it wasn't for the Centre I wouldn't have got this far'. Staff know their pupils well and are very sensitive to their differing backgrounds. They are aware some have very challenging personal circumstances and give genuine commitment in their help and support. Staff recognise the importance of involving parents and carers in their child's education. Adults are always available when support is required and they go to considerable lengths to ensure that pupils' needs are met. Induction to the Centre is thorough and effective both in putting pupils at ease whilst making them aware of the very high expectations of behaviour and academic commitment. Very good support is provided by other professionals such as a sexual health worker who had pupils captivated by her lesson on 'imaginative alternatives to penetrative sex'. The use of colleges and work related placements gives pupils who cannot cope with formal schooling the chance to succeed in a less academic environment. Staff value every pupil equally. All have the opportunity to be included in every activity; none are disadvantaged by their gender, background or ability.

37. Staff expect pupils to take responsibility for their actions. On admission, each pupil has to sign a contract agreeing to abide by the rules. Consequences are made clear should these be broken. Systems for recording and encouraging good behaviour are very well established and extremely effective. Behaviour in each lesson is tracked carefully using monitoring sheets. A regular programme of positive encouragement ensures that all successes are celebrated. Bullying and harassment are not tolerated. Staff expertise combined with the high ratio of adults to pupils mean that potential conflict to be addressed before it becomes an issue.

38. Provision for pupils with special educational needs is good. The co-ordinator for these pupils is very efficient. All legal requirements for annual reviews of statements are met and procedures for identifying pupils' special needs are very effective. The work of the special needs co-ordinator is greatly enhanced by the learning needs co-ordinator who is very successful both as a teacher of pupils requiring additional support and in the assessment information she has provided on all pupils at admission. Individual education plans are of a good quality and contain appropriate learning and behaviour targets. These contribute significantly to improvement in behaviour. However, the good work carried out by the learning needs co-ordinator in identifying needs and setting targets in literacy and numeracy is not always communicated effectively to all staff so that work in all subjects can help meet such needs.

39. Assessment has improved since the last inspection and is now good. A very good system has been introduced to assess pupils' attainment when they start at the Centre in English and mathematics. The results are used to ensure pupils receive work at an appropriate level and to monitor their progress. The key issue of using assessment information when planning further work has been met. The marking of pupils' work provides encouragement and generally gives pupils guidance on what to do to improve. Very effective communication between Centre staff, colleges and work placements ensure staff receive regular updates on how Year 11 pupils are progressing. Whilst individual staff maintain records on pupils in their groups, managers recognise these need to be maintained centrally to make tracking progress easier and provide a more rounded picture. To this end, training has already been organised in compiling individual pupil profiles.

40. Since the last inspection a thorough system of tracking and recording attendance has been implemented. The register is now completed as pupils arrive and reasons for absence

are now recorded. Pupils know that they must not leave the building during a session. Furthermore, attendance at colleges and work placements is now monitored carefully. Good use is made of the educational support worker to check registers each day and to follow up absences.

HOW WELL DOES THE UNIT WORK IN PARTNERSHIP WITH PARENTS?

41. As at the time of the last inspection, the Centre continues to maintain good links with parents and carers. They have a high regard for its work. Through the questionnaire and discussions most expressed positive views, although a minority had concerns about homework and activities outside lessons.

42. Staff continue to place strong emphasis on the importance of involving parents with the result that this partnership has a major impact on its work. The induction process, brochure, letters and telephone calls all serve to keep parents very well informed. Parents are encouraged to come into the Centre and feel happy to approach staff with any concerns or comments they may have. Staff regularly telephone parents to celebrate both the successes and shortcomings of their children. Parents are expected to attend all contract and review meetings and to sign a written contract with the Centre. An impressive number of parents do attend. Reports, which were a weakness at the last inspection, now contain relevant details about what each child can do and what is being taught. Both the meetings, and twice-yearly reports, provide parents with regular, high quality information about their child's progress.

HOW WELL IS THE UNIT LED AND MANAGED?

43. The assistant director of education, management committee, headteacher, deputy and staff all have a shared vision for the work of the Centre and a commitment to high achievement.

44. The assistant director of education for York, the previous headteacher at the Centre has, alongside the present headteacher, very successfully raised the profile of the Centre and provision for excluded pupils and those at risk of exclusion. Their work has been recognised nationally with both contributing to national guidance for pupils with emotional and behavioural difficulties. In the recent application for Beacon Status, staff and pupils at the Centre played a pivotal role in hosting and presenting the bid with a former pupil fronting the presentation. All who attended were most impressed by the young people. The director has been instrumental in setting very challenging academic targets, far higher than those set by most other units catering for pupils with similar difficulties.

45. The headteacher has successfully built a very effective team who respect and value the pupils in their care and who aim to "Bring out the good that is in all of them". The headteacher is held in high esteem by all the secondary headteachers in the City. The effectiveness of his advice and support given through consultancy work with schools is proclaimed by them and evidenced in the number of excluded pupils in the City falling rapidly. In addition, the very good relations have benefited pupils in the Centre. For example, a 'twinning' with a specialist mathematics school has resulted in an exchange of expertise, contributing to specialist skills and bringing new ideas into the Centre. The skills of the headteacher are complemented by those of his very effective deputy. In their classroom practice, both are very good examples to other teachers. Both have a high profile around the Centre providing support for staff, keeping morale high, chatting to pupils showing an interest in their lives out of school, and in monitoring what is happening in classrooms.

46. The management committee is very effective in fulfilling its role. Individual skills are used very well to support the work of the Centre. For example police, education social workers and mental health workers give willingly of their time and expertise in providing information which has been proved to be beneficial and instrumental in helping certain pupils. Alongside the headteacher and deputy, they ensure others are aware of the quality education provided by the Centre through professional contacts, links with parents of pupils in mainstream who have concerns about their children, and through newspaper articles and radio interviews.

47. Since the last inspection, the role of the Centre has been clearly defined and further provision made for excluded pupils within the local authority. This allows the Centre to fulfil its role and is evidenced in the number of pupils returning to mainstream or more appropriate provision. An analysis of pupils who have moved on from the Centre over eighteen months ago shows that all who went to college were successful and that 23 out of 26 pupils who returned to mainstream schools are still coping well. This is attributable to the quality of the re-integration programme, the support systems and the co-operation of staff in mainstream schools.

48. Staff numbers are adequate. Most teachers are part time so few are in the Centre at any one time. On occasions, problems can occur when teachers are absent unexpectedly, as was seen during the inspection. Nevertheless, teachers willingly work additional hours to cover for their colleagues. This reduces the need for supply staff and provides the consistency of approach essential to the smooth running of the Centre. Teachers are very experienced and suitably trained. All have chosen to work at the Centre, coming from diverse backgrounds including those who have previously been deputy headteachers and heads of department in secondary schools. As such their expectations of pupils' academic achievements are very high. Systems to support new members of staff have been carefully thought out and are very much appreciated by the most recent arrivals. The decision by management to use support staff to work with mainstream schools to prevent exclusion and to support pupils returning has been very successful in that the number of excluded pupils across the City has fallen dramatically over the past three years. The member of the support team who works full time in the Centre contributes significantly to the provision. Clerical and administrative staff make a very positive contribution to the smooth running of the Centre.

49. Accommodation is adequate, though teaching space is at a premium as the Centre was originally built as a 24 place unit. Good specialist facilities for science, art and design and design technology contribute to standards in these subjects. Though there are no facilities for teaching physical education and no qualified member of staff, plans are well advanced to resolve this issue when the adjacent secondary school receives recognition as a specialist sports school. The building is maintained to a high standard with no evidence of vandalism or graffiti. This encourages pupils to care for their environment. Whilst some very good art work is on display, there is little work from other subjects and opportunities are lost for pupils to share, celebrate and take pride in their efforts.

50. Since last inspection, spending has been clarified and it is now possible to work out the cost of educating each pupil. All spending is carefully monitored and value sought when making purchases. Staff have been trained in budget management and accounts computerised. The cost of educating each pupil is relatively low for a unit of this type. Whilst this is the result of careful budgeting, much can be attributed to the office manager who systematically and very efficiently negotiates, manages and collects payments due from secondary schools for the time pupils on their roll spend in the Centre.

WHAT SHOULD THE UNIT DO TO IMPROVE FURTHER?

51. In order to maintain the many strengths and to improve standards further, the local education authority as the appropriate authority, headteacher and staff should:

- Continue to improve attendance and punctuality

(paragraph 17)

- Provide more opportunities for pupils in Years 7 to 9 to improve their writing, numeracy and information communication technology skills in other subjects, taking account of targets in individual education plans.

(paragraphs 5, 7, 11, 22, 26, 38)

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

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

Extending pupils' awareness of other cultures and preparing them for living in a multi racial society. (paragraph 33)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

27

Number of discussions with staff, governors, other adults and pupils

45

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	10	11	6	0	0	0
Percentage	0	37	41	22	0	0	0

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

102

Special educational needs

No of pupils

Number of pupils with statements of special educational needs

20

Number of pupils on the unit's special educational needs register

102

English as an additional language

No of pupils

Number of pupils with English as an additional language

0

Attendance

Authorised absence

%

Unit data

7.67

Unauthorised absence

%

Unit data

26.48

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

Attainment in GCSE

Number of registered pupils in final year of Key Stage 4 for the latest reporting year	Year	Boys	Girls	Total
	2002	15	11	26

GCSE results		5 or more grades A* to C	5 or more grades A*-G	1 or more grades A*-G
Numbers of pupils achieving the standard specified	Boys	0	0	15
	Girls	0	2	8
	Total	0	2	23
Percentage of pupils achieving the standard specified	School	0	8%	92%

Percentages in brackets refer to the year before the latest reporting year.

Vocational qualifications		Number	% success rate
Number studying for approved vocational qualifications or units and the percentage of those pupils who achieved all those they studied	School	72	89%

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	100	11	5
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	2	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.

Teachers and classes

Qualified teachers and classes: Y7 – Y11

Total number of qualified teachers (FTE)	4.8
Number of pupils per qualified teacher	8.3+

FTE means full-time equivalent.

+ Based on up to 40 in the Centre at any one time

Education support staff: Y7 – Y11

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

Financial information

Financial year	2001/02
----------------	---------

	£
Total income	425,808
Total expenditure	425,808*
Expenditure per pupil	4174
Balance brought forward from previous year	0
Balance carried forward to next year	0

- Of this the Centre managed £102,454, the remainder being held centrally.

Recruitment of teachers

Number of teachers who left the unit during the last two years	1.1
Number of teachers appointed to the unit during the last two years	1.6

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2.4
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	102
Number of questionnaires returned	8

Summary of parents' and carers' responses

Overall, parents are pleased with the provision.

- Half of the parents and carers responding report their child likes school. One commented that her child it was not this particular school her child disliked, but schools in general.
- Most agree their child is making good progress, especially in improving behaviour and in becoming more mature and responsible.
- Most parents feel the amount is homework and provision for activities out of lessons are inadequate.
- All indicate teaching is good, and that staff have high expectations of their child.
- Almost all have confidence in the leadership of the school, and all would feel confident approaching the school with suggestions or concerns.