

INSPECTION REPORT

THE OLD HALL CENTRE

Doncaster

LEA area: Doncaster

Unique reference number: 106666

Head of Service: Mr A R Hallett

Reporting inspector: Katharine Halifax
25439

Dates of inspection: 31st March – 2nd April 2003

Inspection number: 249536

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

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INFORMATION ABOUT THE UNIT

Type of school:	Community
School category:	Pupil referral unit
Age range of pupils:	7 to 11 years
Gender of pupils:	Mixed
Unit address:	High Street Bentley Doncaster
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Appropriate authority:	Local Education Authority
Name of responsible officer:	Mary Collins – Principal educational psychologist
Date of previous inspection:	July 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
25439	Katharine Halifax	Registered inspector	English Art and design Educational inclusion	The characteristics and effectiveness of the unit The unit's results and pupils' achievements Teaching and learning Leadership and management Key issues for action
11439	Jill Moore	Lay inspector		Pupils' attitudes, behaviour and personal development Care for pupils Partnership with parents and carers
10781	Bob Thompson	Team inspector	Mathematics Geography History Religious education	Quality and range of opportunities for learning
2746	Roy Lund	Team inspector	Science Information and communication technology Design and technology Special educational needs	

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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?	11
The unit's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	15
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?	22
WHAT SHOULD THE UNIT DO TO IMPROVE FURTHER?	25
PART C: UNIT DATA AND INDICATORS	26

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE UNIT

The Centre was previously known as Leger Way, becoming the Old Hall Centre in September 2001 when it moved to new accommodation. Until April 2002, pupils in Years 1 to 6 were educated together. At that time, provision for Foundation and Key stage 1 moved to another site 10 miles away, becoming a support service, working with pupils on the roll of mainstream schools to prevent exclusion. The Centre serves the whole of the town of Doncaster and is now for pupils in Years 3 to 6 who have been excluded, or who are at risk of exclusion from mainstream schools. With 20 pupils, the Centre is full and has a waiting list. There are more boys than girls. Most pupils attend for a total of 26 weeks. After 11 weeks, a programme is implemented to assist their return to mainstream education. At the time of the inspection, a high percentage of pupils were towards the end of their placement. All pupils have been identified as having special educational needs, almost all for emotional and behavioural difficulties. Of the current population, one pupil has a statement to address his behavioural need. All pupils are of white origin and all speak English as their main language. Pupils come from a mixture of privately owned and rented accommodation. The percentage of pupils receiving free school meals is high at 40%. Two pupils are looked after by the local authority. A new head of service, a senior educational psychologist, was appointed to post in January 2003 on the retirement of the previous headteacher. Prior to attending the Centre, most pupils have become disenchanted by education, being reluctant to learn. Some have irregular patterns of attendance. As such their attainment on entry is well below that expected of pupils of this age.

HOW GOOD THE UNIT IS

This is a very effective unit being held in high esteem by primary school headteachers, parents, pupils, other professionals and officers of the authority. The quality of teaching is very good. Pupils make very good academic progress and very good improvement in their behaviour. This enables a high percentage to return to mainstream education. Though there have been significant changes in management, staff continue to work hard to make sure pupils get the best from their time in the Centre. The cost of educating each pupil is average for a unit of this type, enabling the Centre to provide very good value for money.

What the unit does well

- Teaching is very good and is reflected in pupils' learning.
- Pupils make very good academic progress, resulting in high standards for this population.
- Centre routines, very good relationships and the very high expectations of all adults enable pupils to make very good improvement in their attitude and behaviour.
- The provision enables a significant number of pupils to make a successful return to mainstream education.
- Provision for pupils' moral and social development enables them to become aware of their responsibilities, come to terms with their problems and become useful members of the community.

What could be improved

- Some aspects of management need clearer definition and more rigour.

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 very good improvement since the last inspection in July 1997. Since that time staff have had to contend with many changes. The Centre has relocated and there has been a very recent change in leadership. Pupils in Years 1 and 2 are no longer taught in the Centre. The quality of teaching and learning has shown very good improvement which has resulted in improved standards and progress. In response to the key issues, teachers now match work carefully to pupils' abilities. This has had a significant impact on achievement. The move to new accommodation has remedied the shortfalls in

classroom and toilet provision. Clerical staff have been appointed to allow teachers and the head to use their time more efficiently. The appointment of a science co-ordinator and the introduction of a new programme have given pupils experiences and success that equip them well for their return to mainstream school. Pupils have the opportunity to experience more creative activities, though they still have limited opportunities to improve their cultural awareness. Whilst resources for information and communication technology have improved, there is still insufficient software to support work in other subjects, for example, science and mathematics. The local education authority now has a rationale for setting the budget and plans for the long term. Officers and the management committee now monitor the effectiveness of the Centre. Managers and staff have the enthusiasm and the capacity to improve further whilst recognising the need for a period of stability.

STANDARDS

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

Progress in:	by Year 6	Key	
English	A	very good	A
mathematics	A	good	B
science	A	satisfactory	C
personal, social and health education	A	unsatisfactory	D
other personal targets set at annual reviews or in IEPs*	A	poor	E

Individual education plans

Taking account of their previous attainment and special educational needs, pupils make very good progress and achieve very well in English, mathematics and science. Achievement is equally good in personal and social education and in art and design where pupils' performance is above that expected of pupils of this age. Pupils achieve well in history, geography and design and technology. All make very good progress towards targets in their individual education plans because teachers make reference to these in all lessons. Achievement in information and communication technology is satisfactory but limited by a lack of suitable software. There are no significant differences in the achievements of boys and girls. Attainment in mathematics is in line with that expected of pupils of this age. In English and science, pupils are marginally below.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the unit	Very good. Pupils make significant improvement in their attitude to education. Most are keen to learn, producing a very good amount of neatly presented work. They are proud to discuss their work.
Behaviour, in and out of classrooms	Very good. Pupils make very good improvement in their behaviour in lessons, at meal times and at break time. There is a marked difference in the behaviour of pupils new to the Centre and those who have been there for a greater length of time.
Personal development and relationships	Relationships between pupils and with adults are very good. Pupils become more tolerant and learn to work together. Most are beginning to use their initiative and take responsibility for their actions.
Attendance	Good. Whilst some pupils have always had good attendance, others

	make very good improvement.
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TEACHING AND LEARNING

Teaching of pupils:	Whole unit:
Quality of teaching	Very good

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

Very good teaching was seen in both classes. Teaching in English, mathematics, science, personal and social education, and art and design is very good, enabling pupils to make very good gains in the knowledge and skills they acquire. Pupils improve their numeracy and literacy at a very good rate because these are taught very well, with teachers providing numerous opportunities for them to improve these skills in all subjects. Teachers plan their work conscientiously, setting tasks that are challenging for pupils of all levels of attainment, thus meeting the needs of all pupils very well. All adults quickly establish very good relationships with pupils, giving them the confidence and willingness to learn and the desire to return to mainstream education.

OTHER ASPECTS OF THE UNIT

Aspect	Comment
The quality and range of the curriculum	Good. The emphasis on literacy and numeracy enables pupils to make very good improvement in these areas. Whilst pupils in Years 5 and 6 take part in swimming lessons, others have no physical activity.
Provision for pupils with special educational needs	Good. All pupils have suitable individual education plans. Those with additional and more complex needs are supported well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for pupils' spiritual development is good. Very good opportunities are provided for pupils to extend their social and moral understanding. Whilst good attention is given to pupils' appreciation of their cultural heritage, they have too few opportunities to recognise and understand cultural diversity.
How well the unit cares for its pupils	Satisfactory overall. Staff know their pupils very well and are concerned for their welfare. They provide very good day to day support. However, some aspects of health and safety need attention.

Links with parents and carers are good. Staff work hard to involve parents 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	Satisfactory overall. Both senior managers are new to their roles. Nevertheless, in the short time in post, both have gained the respect of other staff and are providing good leadership. Whilst key responsibilities have been identified others need clarification. Management, though satisfactory, needs tightening up in certain areas.
How well the management committee fulfils its responsibilities	Satisfactory. The group meets regularly and individual members use their professional knowledge well to help the unit. However, during the change of leadership of the Centre and the change of chair of the group, information has not always filtered through.
The unit's evaluation of its performance	Good. Managers and staff know what they do well and what needs to be improved. The principles of best value are applied well. Value is sought when making purchases. Managers are committed to offering a quality

	service. Whilst they seek the opinion of users of the Centre, this is done informally.
Aspect	Comment
The strategic use of resources	Good. Staffing, accommodation and resources are adequate for the number of pupils and are used well for the teaching of all subjects. Money is targeted effectively to improve standards and provision. Though resources for information and communication technology have been improved, they limit what can be taught in some subjects.

PARENTS' AND CARERS' VIEWS OF THE UNIT

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Staff are approachable and really care. • The improvement in their child's work and behaviour. • Pupils are given a fresh start. • That health and behaviour are seen as important and dealt with. • Discipline starts on day one so pupils know where they stand. • Parents feel very well informed about progress and agree the Centre works with them closely. 	<ul style="list-style-type: none"> • Pupils do not have sufficient opportunity for physical activity. • A few parents expressed concern about the homework their child receives.

The inspection team agrees with the strengths identified by the parents. In response to their concern, whilst older pupils go swimming, most have too few opportunities for physical activities. Homework is provided regularly by staff and contributes well to pupils' learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The unit's results and pupils' achievements

1. Prior to attending the Centre, most pupils have made little progress at their previous schools due to their behavioural difficulties and, in some cases, irregular attendance. Most have a negative attitude to learning. 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 very good attitude to work. This has a very positive effect on pupils' progress. Despite the Centre now catering for many pupils with extreme behaviour a high percentage continue to return to mainstream education.
2. Evidence from lessons, the scrutiny of work, teachers' records and from talking to pupils shows there is no significant difference in the achievement of boys and girls. All pupils, no matter what their individual special educational need, are making very good progress towards the targets in their individual education plans because teaching is focused on each individual pupil. Pupils who are looked after by the local authority mostly make progress comparable to their peers. On the occasions when this was not so, there was a suitable explanation for the behaviour that prevented learning.
3. Though standards in **English** are marginally below those expected of pupils of this age, achievement is very good because of the high expectations of teachers and the way they plan for pupils to improve their skills in other subjects. This is very good improvement since the last inspection when progress was judged to be steady. Pupils make very good progress in **speaking and listening**. Prior to attending the Centre, most have found it difficult to wait their turn to answer questions or have been unable to make sensible contributions to discussions. Within a very short time they recognise the need to take their turn, to make eye contact and to listen to others. Pupils improve their vocabulary and the way they speak because staff provide very good examples of how to do so. On most occasions, staff are not content with single word answers so pupils speak in phrases and sentences. They extend their vocabulary at a very good rate because specialist subject vocabulary, for example in science, is explained carefully. Discussions in personal and social education make a significant contribution to speaking and listening. In these lessons, staff give pupils time to think, so their contributions are considered and often very mature. Whilst pupils are given the opportunity to take part in role-play insufficient attention is paid to drama, especially linking it to set texts. Pupils use their skills to good effect on leaving the Centre when they prepare and deliver a speech at their leaving party.
4. Achievement in **reading** is very good. It is not unusual for pupils to make an improvement of a year or more in their reading age in less than three months. This is the result of an improved attitude to work, the structured way in which reading is taught, the successful adoption of the National Literacy Strategy and the use of texts that appeal to boys and girls. Through skilled teaching, pupils acquire a range of strategies to tackle new words and many develop an interest in books. They use their knowledge when reading new vocabulary in other subjects. For example, in science one pupil read the word 'vertebrae' by, as he phrased it, "breaking it down into chunks". Pupils of all levels of attainment read with increased accuracy and understanding. Higher attaining pupils read fluently and with expression. All pupils read a good range of fiction and non-fiction. When giving answers, most make reference to the text. When reading, poetry, for example higher attaining pupils give examples of alliteration such as **descend down, down** and make reference to how words beginning with **'sh'** such as **'shovelling'** give the impression of the steam locomotive pulling the mail train.

5. Achievement in **writing** is equally very good. In addition to work in English, staff provide very good opportunities for pupils to write independently in other subjects. For example, arguments for and against drinking in personal and social education, sporting articles using desk top publishing, and an account of the Colombia space disaster as part of their science study of the earth and beyond. Pupils' writing is lively because teachers will not accept 'boring words' such as 'said', so pupils make their writing more interesting by using 'whispered' or 'squeaked'. Pupils improve their spelling at a very good rate because of the expectation that they will learn at least ten new words each week. Good improvement is made in grammar and punctuation with higher attaining pupils producing complex grammatically correct sentences. Pupils of all levels of attainment improve their handwriting with higher attaining pupils writing using a neat cursive script. Pupils make good use of new technology to draft and improve their work and when, for example, using persuasive writing to advertise their product, 'Crunchbowls'.
6. Achievement in **mathematics** is very good. Pupils make very good progress with some working at the level expected of pupils of this age. This is because of the very good use of the National Numeracy Strategy and the structured way the scheme is delivered, giving very good support to pupils. Coverage is closely linked to the work done in their mainstream schools, which is a distinct advantage when looking forward to full reintegration. Pupils use mathematical vocabulary with confidence and understand the connection between numbers. This is very good progress, mainly due to the high quality teaching pupils receive and the practical nature of lessons, which engage and interest pupils well. Pupils show a very good understanding of co-ordinates, angles and movement relating to position. They know the points of a compass and turn clockwise and anti-clockwise. Most understand half a turn is 180 degrees, and a quarter turn is a right angle of 90 degrees. By Year 6, pupils use numbers with great confidence. They double and halve numbers including decimal numbers. Their oral, mental work is very good and they give very good explanations of their workings. Girls perform as well as boys and all make equally good progress. Pupils use their mathematical skills well in other subjects, such as weighing in food technology and time lines in history. Though some use is made of new technology, a lack of suitable software limits what pupils do.
7. Though standards in **science** are below those expected, pupils' achievements are very good. This is of very good improvement since the last inspection when progress was unsatisfactory. Much of the improvement is attributable to the appointment of a science co-ordinator, a carefully planned programme and the opportunity for pupils to undertake far more investigative work. Consequently, pupils improve their knowledge and confidence in learning about living things, materials and their properties and physical processes at a very good rate. Standards in investigative work are good. During one lesson, pupils investigating how different conditions influence evaporation were able to predict what might happen if, for example, a beaker of water was left on the window ledge in sunlight and another in the shade. They know that one factor should be investigated at a time, and discuss why their test is fair with considerable insight and maturity. Pupils are mindful of health and safety at all times. Pupils of all levels of attainment develop their literacy skills well through reading for information and writing reports. Their written recording for all is neat, tidy and well presented. Speaking and listening skills are used very well, especially in the use of scientific terminology, when answering questions and in discussions. Pupils extend their mathematical understanding well when estimating and measuring changes. Although some use is made of information and communication technology to search for facts, insufficient use is made of new technology to enable pupils to access the planning and recording of investigative work. Increased skills in scientific method and knowledge enable pupils to grow in confidence and this stands them in good stead when they return to their mainstream schools.

8. Achievement in **art and design** is very good. Standards are above those expected of pupils of this age because of enthusiastic teaching, the progressive development of skills and the opportunity to work using a wide range of media. This is very good improvement since the last inspection when pupils were deemed to have too few opportunities for creative development and their attainment was judged to be well below average. Pupils of all levels of attainment make very good improvement in their observational skills through activities such as 'still life' studies setting up their composition and looking at the size, shape, colour and relationship. Similarly when extending pictures of, for example, a car or autumn leaves they take great care to blend and grade colours to achieve the exact shade. Resources are used very effectively to help pupils achieve highly. For example, different grades of pencil and very fine brushes are available for pupils enabling them to create detailed, delicate representations of spring flowers. Pupils improve their literacy because teachers expect them to find out information, for example, when producing work on perspective in the style of L S Lowry, or research to discover why dinosaur skulls and claws are different shapes. Similarly, mathematical knowledge is increased as pupils discuss the proportions of the face to enable them to site the features in the correct position. A small amount of work has been produced using computer design, but this is an area for development.
9. At the time of the last inspection, there was no systematic development of pupils' skills in **information and communication technology** and progress was unsatisfactory. The situation has improved with all pupils now being taught discrete lessons and using new technology in other subjects. Though some high quality work has been produced using computers for word processing, achievement overall is satisfactory because the development of skills in other aspects of the subject is informal and not an integral part of teaching and learning. As at the time of the last inspection, pupils' progress continues to be limited by the small number of computers, a lack of access devices and peripherals, such as keyboard overlays and notepads, and a shortage of relevant software for subjects such as mathematics and science. Nevertheless, pupils have a good understanding of basic word-processing. They correct letters, change the size and style of fonts, use drop-down menus and dialogue boxes and save and print their work. Some use commercial programmes to insert art into the text. Higher attaining pupils store and retrieve information, and find and store images and information from the Internet. Pupils' knowledge and skill using control technology and modelling are limited. During the inspection, pupils used digital images very effectively to compare their features on self-portraits.
10. **History, geography and religious education** are taught through topics. Pupils achieve well and make good progress. Achievement is good because of the high quality teaching and the interesting choice of topics. By Year 6, pupils have good knowledge of polar explorers. They know that Robert Falcon Scott reached the South Pole in January 1912, but unfortunately was beaten in his race to the Pole by Roald Amundsen. Pupils are aware of the animals that live in these remote areas. They know that some are only found at the Arctic and some only at the Antarctic, whilst some animals live in both areas. Their knowledge of people who live in these areas such as Inuits, also known as Eskimos, is good. They confidently describe how the Inuits use kayaks and skidoos to move. In religious studies, pupils show a good knowledge of the parables, and the teachings of Jesus. Pupils know they can use different source materials such as books, newspapers, photographs, the Internet and interesting objects to find out more about the past and how others live. They improve their literacy well in these lessons by reading information in books and newspapers and through writing accounts such as a diary recounting the life of a Victorian child and a letter of complaint about the working conditions of Victorian children.

11. Achievement in **design and technology** is good. Pupils have produced high quality nesting boxes and attractive mirrors. They describe the materials they have used and how they assembled their products. They confidently talk about the methods they have used to join materials and what they found difficult. Whilst good attention was paid to the making process, in these cases insufficient emphasis was placed on the design and evaluation. Pupils have used their imagination well to design machines to re-cycle left over Easter eggs. Those in Year 6 made very good gains in their personal development as they worked in groups making a board game, deciding the objectives and rules and agreeing on colour, size and shape. In **food technology**, pupils have produced small cakes, biscuits and cereal bars. All talk confidently of the ingredients they have used and sequence the steps they have taken.
12. Pupils' achievements in **personal, social and health education** are very good and above those seen of pupils of this age in mainstream education. The effectiveness of the programme is clearly seen in the personal development of pupils. The longer they have been in the Centre, the greater their progress. Pupils are aware of the effects of drugs, how to say 'no', how to deal with bullying, and why people bully. They begin to interact with others, use appropriate language and show respect. During personal and social education lessons, they learn strategies to help them to cope with problems and manage their own behaviour. Pupils begin to understand why it is important to manage their anger. Their advances in understanding of a wide range of personal, social, moral and health related issues are 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, relationships, prejudice and morality.

Pupils' attitudes, values and personal development

13. Pupils' attitudes, behaviour, and relationships are now very good and a strength of the Centre. This is a marked improvement since the last inspection. Pupils are enthusiastic and interested in what they do and understand the impact of their actions on others. They respond very well to the staff's high expectations for work and good behaviour, and benefit significantly from their limited time at the Centre. Attendance is good. For some this is a significant improvement. Many pupils at the time of the inspection were reaching the end of their time at the Centre. A notable difference was seen in the attitude and behaviour of pupils who were new at the time of the initial visit by the inspectors, to the time of the inspection three weeks later. Most recognise the difference the Centre has made to their lives, commenting, "I am a better, calmer person than I was when I came here" and acknowledging, "Though I have enjoyed my time here, I will not be back because I am good now".
14. Most pupils concentrate well, and minds that wander respond rapidly to the very good classroom management by all adults. They respond positively to the quiet expectation that they will succeed and co-operate well. Pupils are encouraged to think for themselves which helps them develop strategies that enable them to reintegrate successfully back into their mainstream schools. Pupils are keen to demonstrate their knowledge, answering questions with enthusiasm. In discussions, they take turns and listen to each other's points of view, for example when predicting how they think a story might end. In practical work, pupils work well in pairs or as part of a group, for example, measuring and monitoring water levels as part of a science investigation into evaporation.

15. The Centre performs as an orderly community because of the very good relationships between staff and pupils. Most pupils enjoy their lessons, learn to face up to their problems and quickly begin to understand how to improve. They understand the structured approach to which they are expected to conform, quickly adapting to routines and procedures. This enables them to benefit right from the start from what is on offer. Bad behaviour is not tolerated and the immediate sanctions employed by staff ensure that this is quickly understood. With the co-operation and agreement of parents the response to poor behaviour or defiance is immediate. As a result parents attending the meeting prior to the inspection reported that the withdrawal of privileges and staying behind after school had a profound effect on making their child realise the need to conform and behave appropriately.
16. Though many pupils arrive at the Centre with a history of bullying, no incidents of oppressive behaviour were seen. Similarly, there was no evidence of pupils trying to score points off each other or to make each other feel small. As a result of this, all pupils, whatever their needs, feel secure and supported. Whilst most pupils make very good improvement, a very small number find this difficult and exhibit extreme behaviour. Where behaviour poses a threat to the safety of others, staff use the final sanction of short fixed-term exclusion. The number of exclusions is low for a unit of this type with most being attributable to one or two pupils, one of whom it has been necessary to exclude permanently.
17. Though pupils are closely supervised at all times, many examples were seen of pupils thinking for themselves, happily co-operating with each other and taking responsibility for their learning. Through work in personal and social education they adopt a mature approach to conflict observing, for example, "Don't let's fall out, let's talk". Pupils enjoy the opportunities to applaud the efforts of their peers and respond well to praise. They treat equipment, such as computers and expensive art equipment, with respect and try to help others, by, for example, helping a low attaining pupil to insert images into a piece of text.

HOW WELL ARE PUPILS TAUGHT?

18. During the inspection, teaching and learning was never less than good, being very good in over two thirds of the lessons. This is a very good improvement since the last inspection when some unsatisfactory teaching was observed and no teaching was better than good. Teachers are very skilled in using academic achievement to raise self-esteem and confidence. Professional training has resulted in teachers being more confident and in providing work which takes account of prior attainment and is demanding for all ability levels. The appointment of a talented teacher and dedicated support assistants has brought additional enthusiasm to the staff and made a significant contribution to the quality of teaching and learning.
19. Staff are successful in creating a quiet, purposeful environment which is conducive to learning. They set their classrooms out prior to the start of each lesson so pupils settle quickly to work as soon as they arrive without any fuss. Hence valuable learning time is not lost. Equipment is readily to hand so pupils have no excuse for leaving their seat or the temptation to cause mischief. All adults have very high expectations of behaviour and academic achievement. Consequently pupils strive to meet the challenge and pupils of all levels of attainment have produced a very good volume of neatly presented work. Pupils take pride in the presentation of their work. If they make a mistake, whereas previously they would have scribbled on their work, torn it up or thrown a tantrum, now they cope well neatly ruling through the error or spelling mistake and writing the correct word at the side. Staff value pupils' work so in turn pupils grow in confidence realising they have much to offer.

20. Lessons are very well planned taking account of all levels of attainment. At the time of the previous inspection, individual lesson plans focused on opportunities for pupils to improve their behaviour at the expense of suitable academic activities. The focus is now on academic targets whilst still providing for pupils to improve and manage their behaviour. This results in very good achievement as well as improved behaviour. Teachers ensure that tasks are carefully matched to each pupil's ability and sufficiently demanding to provide for very good progression in the knowledge and skills they acquire. Great care is taken to ensure continuity in pupils' learning as they gradually reintegrate into their mainstream school, especially when pupils are away from the Centre for three days each week.
21. All lessons have a good structure. All start with a clear outline of what will be taught so pupils understand what they will learn. Staff are good at encouraging pupils to recall previous knowledge, which varies considerably because of differing experiences in a number of schools. Brisk, well-timed changes of activities help sustain the interest of pupils who have previously found concentration difficult. Praise, encouragement and humour are used effectively to gain pupils' confidence and to strengthen relationships. This was evident in an English lesson using the text 'A Funny Thing' when pupils gave imaginative reasons for the voice coming out of a post box.
22. All adults use questions well to ascertain pupils' understanding and to further their knowledge. Conscious of the few girls, staff ensure questions are targeted equally to boys and girls and to pupils of differing abilities. Teachers ask 'why' and 'how' to make pupils think and reason their answers. This was so in science when pupils made very good gains in their knowledge of evaporation because the teacher kept asking "what if", which pupils answered with ingenuity and enthusiasm whilst drawing on their previous knowledge of materials and their properties. Equally, pupils made good progress in their understanding of how to insert pictures into text in information and communication technology because of skilled questioning. After a short while, pupils were sufficiently confident to instruct others in the activity. Teachers know their pupils very well, pausing and allowing them time to answer, rather than rushing on to the next point. Pupils appreciate this, respond well, and are not afraid to answer knowing that staff will support and encourage them. On occasions, when pupils give an incorrect answer, staff sensitively explain why their response is not correct thus enabling pupils to cope and not to expect success all the time.
23. Support staff are used very effectively and make a significant contribution to pupils' learning. Individual skills in art and food technology are used to very good effect and make an important contribution to standards. Pupils receive high levels of personal support and attention from all staff. Teachers and support staff work very well together and this has a positive effect on the smooth running of lessons, enhancing the progress pupils make. Alongside teachers, support staff give pupils confidence but know when to stand back to encourage independence. Pupils persevere even when they find activities hard, knowing that they can ask politely for help if things get too difficult. Teachers and support staff show endless patience, readily repeating instructions and information to make sure pupils of all levels of attainment have a full grasp of new learning.

24. Teachers provide very good opportunities for pupils to improve their skills in all aspects of English and mathematics in other subjects. The use of non-fiction texts as the introduction to science, history and geography lessons ensures pupils understand about books, how to find information and that they draw on their knowledge of reading to decode new vocabulary. Pupils discuss and record their ideas, for example, a play script in history about lunchtime in a Victorian workhouse. Mathematical knowledge is developed as pupils estimate and count the number of syllables in each line of a poem, or assess the weight loss of a carrot drying out in science. Teachers try to use new technology to enhance pupils' learning, mostly with success as when using a CD ROM to research information about moles during the study of 'Wind in the Willows' in English. However, some of the machines are dated and unreliable and the range of software is limited. Teachers make insufficient use of computers when planning lessons, setting targets and recording pupils' work and progress.
25. Each lesson ends with a review of the session. On occasions, pupils describe the tasks they have completed. Where the review is most effective, pupils report what they have learned. For example, one pupil commented he can now "double numbers using decimals". Pupils are given the chance to report any areas of learning which they found difficult, thus informing the teacher what has been understood and what needs to be repeated. All sessions, including assembly and break times end with the awarding of points. Staff and most pupils are realistic when discussing points that have been gained so pupils recognise what they have done to deserve them and what needs to be improved. Weekly spelling, tables, daily reading and work to reinforce and extend what has been done in lessons contribute significantly to pupils' progress.

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

26. Overall, the quality and range of learning opportunities are good. This is good improvement since the last inspection when, though the provision for English and mathematics was good, provision for science was unsatisfactory and pupils had too few opportunities for creative development. The curriculum meets legal requirements and continues to place a strong emphasis on improving pupils' performance in English and mathematics to assist their return to mainstream education. Staff have responded well to the introduction of the national strategies for literacy and numeracy. This is making a positive contribution to raising standards in English and mathematics. In addition, pupils study religious, historical and geographical topics and improve their creative development through art and design and design and technology. Although swimming is taught to pupils in Years 5 and 6, there is no planned programme for pupils to take part in physical activities to enable them to be active and to acquire the necessary skills. Provision for extra curricular activities is satisfactory with occasional visits out of school, for example, to a Victorian schoolroom.
27. All pupils are educated for a full week, initially at the Centre and gradually through a carefully planned programme, sharing their time between the Centre and their home school as they are progressively reintegrated. Whilst most pupils follow the prescribed phased return from eleven weeks, where a pupil is not ready for return, individual arrangements are made to ensure a successful reintegration. 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 that exist between the Centre, mainstream schools and other partner institutions. All schools contacted during the week of the inspection spoke very highly of the work of the Centre and how pupils returned to their schools were successfully retained to continue their education.

28. All pupils have identified special educational needs. Provision for them is good. The recommendations of the Code of Practice for such pupils are implemented effectively. Staff make sure that all pupils, no matter what difficulties they may have been experiencing, are included in all aspects of the curriculum. Information from the home school diary is used effectively to draw up an individual education plan. Through this, work is well matched to each pupil's personal and academic needs and their interests. Teachers at the Centre go to great lengths to ensure that pupils have similar opportunities to those in mainstream schools. When required, staff have undertaken training to help support specific needs, for example, dyslexia.
29. Very good provision is made for pupils' personal, social and health education through a comprehensive programme of lessons as well as daily routines. The development of the whole child is strongly promoted through work on confidence and self-esteem, which emphasises respect for individuals and celebrates strengths. The programme suitably includes drugs and substance awareness and drugs misuse. Though sex education is not taught, staff make every effort to ensure that pupils receive sex education during their part-time placement at their home school. If not, arrangements are made with the school nurse for individuals.
30. Overall, the provision for pupils' spiritual, moral, social and cultural development is good and is reflected in their improved attitudes and behaviour. Provision for pupils' spiritual development was found to be good at the time of the last inspection and remains so. Through assemblies, religious education and celebrations pupils gain an awareness and respect for others. They become familiar with the routine of prayer, bowing their heads when saying grace before lunch and reading their own prayers in assembly. The Centre revolves round very good relationships in which the pupils clearly feel valued and supported: pupils are made to feel special. For example, one pupil was made to feel important because mention was made of his mainstream school in a lesson which included a reference to Patrick Stirling, the railway pioneer, after whom his school is named. Teachers and support staff treat pupils with respect. Display is used well to celebrate pupils' work. As a consequence, pupils take pride in the presentation and content of their work. This is reinforced by the sensitive use of home-school diaries to inform parents and carers of positive achievements. Assemblies and personal and social education lessons provide opportunities for reflection and for celebrating the achievement of others. Staff have many appreciative letters from former pupils which demonstrate the positive effect of their time there, for example, 'Thank you for helping me get through my problems'.
31. The provision for pupils' moral development, judged to be satisfactory at the time of the last inspection, is now very good. Staff provide very good examples of how to behave appropriately, demonstrating fairness, consistency and care, and valuing each other as individuals. Classroom rules are prominently displayed so pupils are aware of the expected behaviour in all aspects of their daily activities. Through planned activities and assemblies, pupils are brought face to face with the consequences of their actions and given every opportunity to reflect and to 'put things right'. Recognising that many pupils have been bullies in the past, work with groups out of school such as 'Kidscape' make a useful contribution to pupils' personal development. Many assemblies have a moral content. Such was the case when pupils were encouraged to consider bullying. Through the humorous reading of a story pupils began to appreciate the impact of their actions on others. In addition to reflecting on the moral of the tale, pupils extended their vocabulary as the teacher introduced them to adjectives such as 'fetid' and 'malodorous'. Pupils are encouraged to consider wider issues such as conservation. A lively debate about the

morality of people giving pets for Christmas presents resulted in pupils writing letters to the local press, some of which were published.

32. Provision for pupils' social development was good at the time of the last inspection and is now very good. Staff use every opportunity to improve pupils' social skills, during lessons, break and lunchtimes. In each class, there are weekly discussions when pupils sit in a circle to reflect on issues that are important to them, their feelings and their views. Pupils are helped to learn about themselves, their homes and their families and are taught to care for others in the world. They are helped to work through their problems through discussion. This was so when pupils considered 'conflict resolution'. They recalled occasions when they had 'blown their stack' in the past and considered how the situation could have been avoided. The exercise helped one pupil who had been in bother at her mainstream school for fighting over watering plants. Through discussion she recognised a good solution would be to say "You water two plants and I'll water two". Mealtimes are used very effectively to improve social skills. As a result lunchtimes are pleasant occasions when pupils wait patiently to be served, chat sensibly whilst they are eating and cement the very good relationships which exist between pupils and with adults. Sessions playing co-operative table games held three times a week encourage pupils to observe rules, take turns and lose gracefully. At the end of each lesson, pupils are given the opportunity to reflect on their behaviour, attitude and work during the session. This encourages them to be realistic and is effective in raising self esteem and making them more confident in their learning and in their personal relationships.
33. Pupils' cultural development was poor at the time of the last inspection and although it has improved well, it is still only satisfactory. Whilst there is some good practice, for example, in looking at Victorian Doncaster in history, and in some art activities, these are insufficiently structured to provide an overall appreciation of western culture and art. Apart from a wall display relating to African Caribbean poetry, no other examples relating to minority ethnic culture were observed during the inspection. However, in the recent past, pupils have celebrated festivals such as Diwali, Hanukah and Chinese New Year. In assembly, they have considered the plight of refugees arriving in Britain without sufficient understanding of the English language. Whilst good advantage is taken of incidents in pupils' lives, for example, a racist comment made in the taxi home, staff recognise the need to formally plan opportunities to celebrate the heritage of modern Britain and in so doing prepare pupils for life in a culturally diverse society.

HOW WELL DOES THE UNIT CARE FOR ITS PUPILS?

34. Staff have very successfully created an environment where pupils feel safe and where they know they are given a fresh start each day. All adults get to know the pupils quickly, taking great pains to understand their individual needs. They work hard to create a positive environment where pupils can overcome their problems and so begin to learn effectively. Pupils are settled quickly at the start of each day during form-time when staff celebrate pupils' successes and listen to concerns. Experiences in the home school are discussed with pupils who have spent the previous day in mainstream education. Through individual activities and discussion and the checking of homework and home-school books, staff ascertain how each pupil is feeling and are alerted to anything which might hinder learning. This helps to build pupils' self-esteem and develop moral and social codes of behaviour that underpin the very good attitudes, behaviour and personal development seen throughout the inspection.
35. Staff endeavour to provide a secure, caring environment for pupils. Arrangements for child protection are satisfactory, though the policy needs updating. A suitable policy has been written and good procedures are in place to ensure safe Internet access. Care is

taken in lessons, for example, in science, to ensure pupils are aware of possible hazards. Staff are aware of the need to assess potential risks prior to taking pupils out of school and complete these prior to visits. However, some aspects of safety need attention. For example, whilst suitable storage has been provided for cleaning chemicals, the materials are not listed and information about the action required in case of emergency is not readily available. Staff work very well with other professionals and staff in mainstream schools to ensure a consistent approach to pupils' welfare. This is especially important as all pupils are on the register of the Centre and another school. Pupils who have medical or physical needs receive very good support which allows them to take a full part in lessons.

36. Very good procedures are in place to help pupils improve their attitudes and change their patterns of behaviour. Most pupils attend because of behavioural difficulties. The high percentage of pupils successfully returning to their mainstream school is a tribute to the Centre's effectiveness at changing patterns of behaviour and supporting pupils' academic progress. Sanctions are applied firmly but fairly and pupils quickly respond positively to the high expectations for good attitudes and behaviour. Staff recognise that breaktimes and unstructured times present problems for many of their pupils. To this end they spend time each day providing opportunities for pupils to learn to play co-operatively and teaching them new games.
37. Procedures to promote and support pupil attendance are good. Registers are marked properly and parents contacted immediately if pupil absences are unexplained. This is helping to reduce the level of unauthorised absence. Pupils are expected to attend regularly and promptly. Where necessary other professionals are used well to support families and pupils in achieving the good attendance levels recorded. The good relationships with the taxi firms used by the Centre help to minimise the negative effects of the often quite long distances pupils have to travel.
38. Arrangements for checking the progress that pupils make have improved since the last inspection. Assessment in the core subjects of English and mathematics are now very good, providing a detailed picture of levels of attainment. On arrival at the Centre, information about pupils' attitudes, relationships, behaviour patterns and academic progress prior to admission vary considerably from school to school. In order to establish accurate information of pupils' knowledge and understanding tests are administered to check pupils' reading ability, writing, spelling and mathematical knowledge. From this information, individual education plans are drawn up with challenging targets in literacy, numeracy and for improved behaviour. Tests are repeated every few weeks alongside a review of the education plan. In addition to enabling staff to measure progress, areas of weakness are identified allowing new targets to be written to rectify these. In conjunction with the pupil's mainstream school, annual reviews of Statements of Special Educational Need are conducted at the appropriate time and used to set challenging targets which are reflected in individual educational plans.
39. The assessment and recording of pupils' knowledge and understanding in subjects other than English and mathematics are satisfactory. Systems differ between subjects, for example, in science tests are conducted at the end of each unit of work. Skills in information and communication technology are monitored using the local education authority's checklist booklet. However, pupils are not made aware of the skills they need to acquire to move onto the next National Curriculum level and the checklist is ticked, rather than dated, making it difficult to monitor progress over time. In all other subjects, whilst a record is maintained of the topics pupils have covered, there is no reference to the knowledge and skills they have acquired. On occasions, pupils assess themselves and so can see and understand the progress they have made.

40. Progress at the Centre is reported to parents at open mornings held each half term. Similarly mainstream schools are kept informed of progress through review meetings. When pupils are ready to go back to their mainstream school full-time, the most recent education and behaviour plans go with them. This provides consistency. Though staff at the Centre work very closely with mainstream schools, keeping them informed of topics that have been covered and levels of attainment, there are no formal end-of-unit reports or records of achievement for pupils, parents or mainstream schools to celebrate all that has been achieved.

HOW WELL DOES THE UNIT WORK IN PARTNERSHIP WITH PARENTS?

41. Parents have a very positive view of the Centre. They like the holistic approach that ensures that all aspects of their child's education, behaviour and health are dealt with together. They feel well informed and report that staff are approachable and always prepared to listen to their concerns. They recount actions that show staff really care and go out of their way to ensure pupils feel valued: for instance, by visiting pupils in hospital and sharing photographs of events that would otherwise have been missed through ill health.

42. The head of service and senior teacher hold meetings with parents of new pupils prior to admission to explain procedures and the high expectations of behaviour, attendance and work. Agreement forms are explicit giving parents and carers a very clear picture of what support to expect from the Centre and what the staff, in return, expect of them. Home visits are made where necessary if parents experience difficulties attending the Centre. All parents sign the home and school agreement as a contract of intent before pupils arrive. Parents particularly value the four-way partnership between parents, staff at the Centre, pupils and the mainstream school where their children are to be reintegrated. They feel that, as everyone is kept informed, it makes their child face up to their difficulties and not try to play one group off against another. All parents and carers are invited to meetings held each half term to discuss their child's work and progress. Most parents and carers take advantage and value the sessions. Alternative appointments are made for those unable to be there. Pupils benefit in a variety of ways from the good links staff have established with parents. By supporting work done at home, such as spelling, reading or project work, and through regular contact with staff, parents are forming an effective partnership that provides good support for their child's learning and development.

43. Overall, information sent to parents is informative, clear and interesting. However, parents attending the meeting expressed disappointment that there is no prospectus and no written report of their child's progress. Whilst these are not legal requirements they are considered good practice. Staff place a strong emphasis on maintaining links with parents and carers and helping them addressing their child's difficulties. For example, they make very good use of a series of helpful 'Guides for Parents' leaflets developed by the Educational Psychology Service as a basis for professionally led sessions to help parents cope either in groups or as a family. Parents appreciate having the opportunity to discuss 'Temper Tantrums', 'Bedtime', 'Becoming a Step-parent', 'Bullying' or 'Bereavement'. They join in many activities and celebrations and are fully consulted and involved in every aspect of help given during their child's time at the Centre. Those who look after children for the local authority report that they receive good support and good information about behaviour and academic progress.

HOW WELL IS THE UNIT LED AND MANAGED?

44. The local education authority is aspiring to provide an integrated service for pupils at risk of exclusion with all professionals working together. To this end it has appointed a senior educational psychologist as head of the service. It realises it is taking risks but wants the service to be preventative rather than curative, hence the focus on early intervention for younger pupils. In addition to a change of leader in the Centre, the chair of the management committee has moved from education to educational psychology. During the change-over period communication has not always been as effective as it could have been. As a result, in his first few weeks in post, the head of service had an excessive workload because of the need to complete tasks from his previous role, responsibilities were not clearly defined and information did not filter through. Whilst communication is improving, roles and responsibilities are still being negotiated.
45. At the time of the inspection the head of service had been in post for less than a term. Nevertheless, despite external difficulties, in that short time he has successfully gained the respect of staff, parents and pupils. As a trained teacher, he is familiar with classroom practice, but recognises the need for training in some aspects of management. He has already completed an audit of his needs and has begun to make the necessary contacts. Though not provided with a mentor by the local authority he has sought guidance from a neighbouring primary headteacher and is quickly acquiring the necessary knowledge to manage the Centre effectively. A strong feature of his leadership to date is the inclusion of all members of staff in identifying and planning future developments. This ensures all working at the Centre feel valued and aware of the direction the provision is taking.
46. The senior teacher has been in post slightly longer than the head of service. She has been effective in helping the head adjust to his new role. Her professional knowledge is used well in her responsibility for curriculum development. In addition to assessing all pupils on entry to the Centre, she monitors the achievement of all pupils to ensure they are making the desired progress. If pupils appear to be underperforming, she implements additional programmes to address areas of weakness. The achievement of pupils who are looked after by the local authority is given special attention to ensure they are receiving best provision and making equal progress. Alongside the head of service, the senior teacher provides good support for staff having a high profile around the Centre and keeping an eye out for potential problems. Both provide good support to mainstream schools. Headteachers in primary schools speak highly of the quality of help and guidance they receive.
47. The management committee, made up of representatives of a number of professions serving the needs of pupils, provides sound support. The committee meets regularly at least once each half term and monitors what is happening through discussion, including attendance, behaviour and achievement. Committee members have regular contact with the unit, working with senior managers to produce documents such as the Race Equality Policy. Whilst some discussion has taken place on health and safety issues, this is an area for improvement. Managers are adopting the principles of best value well through challenging themselves to improve and a commitment to high achievement. They have actively sought to find a similar provision with which to compare themselves. Whilst managers take account of comments from some parents, pupils and mainstream schools, this is not done formally by, for example, consultation or evaluation when pupils leave.

48. All the legally required observations of teachers have taken place. In addition, formal monitoring of teaching and learning was planned, but did not take place. This has resulted in the weaknesses in equipment for information and communication technology and tracking its use in other subjects not being fully identified. This is a small school and though staff talk regularly, too much emphasis is placed on oral communication. There is no staff handbook to provide guidance and direction. Subject policies are basic and other policies, such as child protection, are dated. Though not legally required, but regarded as good practice, there is no prospectus giving parents information about what is taught, how it is taught or information on special educational need and disability.
49. The number of staff is satisfactory, although the head of service spends a significant amount of time away from the Centre, which means that the management of inappropriate behaviour can become a problem if other members of staff are absent or otherwise engaged. Following his recent appointment, the roles and responsibilities of the staff are not yet fully clear. All teachers and support staff are appropriately qualified and experienced and benefit from a comprehensive and ongoing range of appropriate training linked to their own professional targets and the Centre's improvement plan. Recent training in how to cope with and handle violent pupils has been given to all staff. Though staff now have the knowledge and skill to tackle violent outbursts, they first maintain calm by talking to pupils and trying to de-escalate the situation. The previous report drew attention to the lack of clerical support. A clerical assistant has since been appointed and provides valuable administrative assistance for staff, ensuring that information about pupils is kept up-to-date and available when required. The mid-day supervisors and catering manager offer good support to pupils contributing significantly to their personal development. Though the most recently appointed member of staff speaks highly of the informal mentoring which she received from a colleague, there are no formal induction procedures and no induction policy. In a school for pupils with a wide range of social and emotional difficulties, the lack of formal induction procedures, especially in the area of child welfare, is unsatisfactory.
50. The Centre has moved into new accommodation since the last inspection and so the concerns expressed in the last report do not apply. The accommodation is bright, clean and maintained to a high standard. Though teaching and storage space is adequate there are no facilities for promoting the physical development of pupils and, other than a weekly visit to the local swimming pool for pupils in Years 5 and 6, staff do not make use of facilities within the neighbourhood. The small yard to the rear of the building has attractive surface markings for a variety of stimulating games which are used very effectively during the lunch break to encourage pupils to play fairly. The head of service, staff and clerical assistant share a room and there is no room available for private discussions with parents or carers, or which can be used if pupils need time out of lessons. In view of the intense problems that have been experienced by some pupils and their families, this lack of a separate, private room causes difficulties at times. The building is easily accessible to wheelchair users.
51. Equipment and learning resources are satisfactory overall. Resources are in good condition, used well and are easily accessible to all members of staff. However, progress in using new technology is limited by the number of computers and a lack of access devices and peripherals, such as keyboard overlays and notepads. There is insufficient software available to support teaching in mathematics and in science.
52. The financial management of the Centre is sound and administered effectively through the local education authority's financial services. Staff ensure that spending within their subjects is the most appropriate and efficient they can obtain. Specific grants have been used appropriately, for example, in improving the toilet and kitchen areas. Since the last

inspection, the local education authority has provided a rationale for budgeting and a long-term plan for the service. However, as at the time of the last inspection, the improvement plan is not costed and the plan does not ensure spending is carefully matched to the needs of the Centre. There is no rolling programme for redecoration and refurbishment and no programme for reviewing policies. Tracking financial management since the last inspection has been difficult to establish as the accommodation, staffing numbers and role of the unit have changed. Whilst certain costs are known, others are not and staff are unable to separate the budget. The match of teachers and support staff to the demands of the curriculum is good. Accommodation, staff and learning resources are used efficiently and effectively. Day-to-day administration is good. Staff offer very good teaching and learning opportunities that are appreciated by pupils. As a result, pupils achieve very well. Taking into account the effectiveness of the Centre and the very good academic and personal progress pupils make, value for money is very good.

WHAT SHOULD THE UNIT DO TO IMPROVE FURTHER?

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

- further clarify roles and responsibilities, ensure efficient communication and tighten up some aspects of management. (paragraphs 44, 45, 47, 48, 49 and 52)

This has already been identified in the development plan.

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

- Extend the range of resources for information and communication technology. (paragraphs 7, 8, 9, 24 and 51)
- Provide for pupils to recognise and increasingly understand the diversity of beliefs, attitudes and cultural traditions. (paragraph 33)
- Provide more opportunities for physical activities. (paragraph 26)
- Attend to some aspects of health and safety. (paragraphs 35 and 47)
- Introduce a written report at the end of a pupil's placement at the Centre. (paragraphs 40 and 43)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	13
Number of discussions with staff, governors, other adults and pupils	29

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	9	4	0	0	0	0
Percentage	0	69	31	0	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than seven 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	20

Special educational needs	No of pupils
Number of pupils with statements of special educational needs	1
Number of pupils on the unit's special educational needs register	20

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

Attendance

Authorised absence

	%
Unit data	4.2

Unauthorised absence

	%
Unit data	1.2

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	20	3	1
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	4
Number of pupils per qualified teacher	5

FTE means full-time equivalent.

Education support staff: Y3 – Y6

Total number of education support staff	3
Total aggregate hours worked per week	92

Financial information

Financial year	2002/03
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	£
Total income	205,141
Total expenditure	205,141*
Expenditure per pupil	10,257
Balance brought forward from previous year	0
Balance carried forward to next year	0

* of this, the Centre manages £35,454

Recruitment of teachers

Number of teachers who left the unit during the last two years	0.5
Number of teachers appointed to the unit during the last two years	1

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	20
Number of questionnaires returned	14

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	36	7	7	0
My child is making good progress in school.	50	21	21	0	7
Behaviour in the school is good.	36	43	7	14	0
My child gets the right amount of work to do at home.	14	50	21	0	7
The teaching is good.	79	21	0	0	0
I am kept well informed about how my child is getting on.	86	7	7	0	0
I would feel comfortable about approaching the school with questions or a problem.	86	14	0	0	0
The school expects my child to work hard and achieve his or her best.	86	14	0	0	0
The school works closely with parents.	57	29	7	0	7
The school is well led and managed.	71	21	0	0	7
The school is helping my child become mature and responsible.	57	21	7	0	7
The school provides an interesting range of activities outside lessons.	50	21	0	0	21