

INSPECTION REPORT

PHIL EDWARDS CENTRE

Upper Norwood, London

LEA area: Croydon

Unique reference number: 131266

Headteacher: Mrs J Oliver

Reporting inspector: Mr M G Whitehead
21061

Dates of inspection: 6 – 8 May 2003

Inspection number: 249537

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

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INFORMATION ABOUT THE UNIT

Type of school: Pupil referral unit – excluded pupils

School category: Pupil referral unit

Age range of pupils: 11 – 16 years

Gender of pupils: Mixed

Unit address: 17 Sylvan Road
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Appropriate authority: The local education authority

Name of responsible officer: Cheryl Butler

Date of previous inspection: November 1998

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9406	Roy Cottington	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
17530	Mary Cureton	Team inspector	English English as an additional language Geography History Citizenship	
17171	Mary Last	Team inspector	Mathematics Art and design Design and technology Modern foreign languages Educational inclusion	How good are the curricular and other opportunities offered to pupils?
32055	Glan Davies	Team inspector	Science Information and communication technology Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE UNIT

Phil Edwards Centre is a Pupil Referral Unit that caters for pupils whose ages range from 11 to 16 years. Pupils have emotional, social and behavioural difficulties and some have associated learning difficulties. There are 44 pupils on roll comprising 33 boys and 11 girls. Nine of the pupils have statements of special educational needs. Approximately a quarter of the pupils have additional moderate learning difficulties and there is a small number with autistic spectrum disorders. All pupils are on the unit's special needs register. Seventeen pupils are entitled to free school meals. There is one pupil for whom English is an additional language. Approximately one fifth of the pupils are being 'looked after' by the local authority. As a result of the difficulties that these pupils have and in many cases still do experience, attainment levels are low when compared with pupils in mainstream schools. The unit is situated in Upper Norwood and serves the northern part of the London borough of Croydon, with a small number of pupils from schools in neighbouring boroughs. Three of the 44 are dual registered and attending the unit. A further 19 are dual registered but attending mainstream schools. The Mayday Hospital School is also managed by the unit and serves the needs of children during their stay in hospital, usually on a very short term basis.

HOW GOOD THE UNIT IS

This is a very good unit, which provides a good curriculum in which pupils are successful in the many accredited courses that they follow. The very high quality of classroom teaching is a clear strength of the unit and enables pupils to make good progress. The strong leadership of the newly appointed headteacher is already helping to maintain the very positive ethos in which all staff work very well together for the benefit of all pupils, showing very high levels of commitment. Taking account of the very high quality of teaching, the strength of the leadership, management and direction of the unit and the cost per pupil, this unit provides good value for money.

What the unit does well

- The leadership of the headteacher and her deputy is strong and they have a clear understanding of the needs of the pupils and a clear vision for the future.
- Teaching throughout the unit is of a very high quality particularly in science, art and information and communication technology; consequently the pupils are able to achieve well despite their difficulties.
- Relationships throughout the unit are very good.
- Provision for personal development is good and pupils receive very good support and guidance.

What could be improved

- The unit needs to create an area that is clearly designated as a library in order to give pupils the opportunity to research through books, or enjoy reading for pleasure. The present situation has a detrimental effect upon pupils' learning as they are denied these opportunities.
- There is a need for clear planning and co-ordination of personal, social and health education, cross curricular ICT and the teaching of literacy skills. This should also cover the times when the pupils have a short break and have their lunches, as these are also part of the teaching day.
- There needs to be clearer definition of the roles of the staff with management responsibilities, including support assistants. The curriculum co-ordinators and support assistants need more planned professional development.
- Moderation of the assessment procedures across the unit.

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 unit was last inspected in November 1998; since then there has been improvement in the attendance made by the pupils and the reintegration of pupils into mainstream schools. The unit continues to provide a very good standard of education for the pupils and is very successful in preparing

and helping its pupils to return to mainstream school where they can access all levels of education and a wider variety of activities. The unit has made satisfactory improvement since the last inspection.

STANDARDS

The table summarises inspectors' judgements about how well pupils are achieving, in relation to their individual targets by the time they leave the unit.

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

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

Pupils make good progress and achievement is very good overall, and particularly strong in Years 10 and 11. Achievement in science is a particular strength for the pupils in the most senior groups as they benefit greatly from the teaching of a science specialist. Achievement is also a strength in art and information and communication technology. The confident and knowledgeable teaching has a very positive impact on the learning and pupils make good progress.

GCSE Grades awarded in 2002:

	Grade A	Grade B	Grade C	Grade D	Grade E	Grade F	Grade G
English	1	-	2	2	5	6	2
English literature	2	-	1	2	2	1	-
Art	-	-	4	4	-	-	-
Speaking & listening	2	4	5	5	2	-	-
Science	-	1	2	-	2	6	4
Home economics/child development	-	-	-	-	-	-	2
Mathematics	-	2	1	2	3	8	8
Religious studies	-	-	1		-	-	-
Geography	-	-	2	5	2	1	1

Entry Level Certificates were also awarded in 2002:

	Level 1	Level 2	Level 3
Geography	2	11	7
Science	2	-	2
English	4	5	9
History	-	2	3
Motor vehicles	-	3	1

Other examinations:

RSA CLAIT	10 + 15 Profiles	
RSA Diploma Vocational Ed.	9 Diplomas + 22 Profiles	
WJEC Motor Vehicle Studies	4	1 at level 3
AEB Lifeskills	20 (100%)	
AEB Health, Hygiene & Safety	18 + 4 Profiles	7 Merits

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the unit	Good. Many pupils enjoy attending the unit and work hard and a significant number want to achieve well.
Behaviour, in and out of classrooms	Good overall. Whilst there is some poor behaviour by a small number of pupils, most behave well in and out of lessons. There have been no exclusions during the last year.
Personal development and relationships	Very good. There is a strong sense of mutual respect between staff and pupils that contributes to progress in learning.
Attendance	Satisfactory. Attendance levels are broadly in line with similar units, but there are too many pupils arriving late.

Pupils respond very well to the high expectations and the respect with which they are treated by all staff.

TEACHING AND LEARNING

Teaching of pupils	
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.

The teaching of English is good in Years 7-9 and very good in Years 10 and 11. Literacy is well taught during English lessons but there is a lack of literacy targets in IEPs. Teaching in mathematics is good throughout the unit. Teachers have secure knowledge and provide detailed and useful explanations which help the pupils make good progress. Teaching of ICT is very strong and pupils make good progress during their lessons. However, there is too little use of ICT as an aid to learning and some lower attaining pupils have difficulty in understanding and applying basic mathematical processes. The teaching of personal, social and health education is good throughout the unit and is taught across the curriculum, not as a separate subject.

OTHER ASPECTS OF THE UNIT

Aspect	Comment
The quality and range of the curriculum	Good overall. The curriculum provides a good range of subjects, which rekindle pupils' interest in learning and enables them to make good progress. Provision for PSHE and off-site activities is not well planned or managed to make best use of taught time.
Provision for pupils with special educational needs	The unit has admitted a number of pupils who are severely disaffected; teaching for these is sensitive, well planned and shows a clear understanding of their difficulties. The very good relationships in the unit contribute significantly to the improvement of pupils' behaviour.
Provision for pupils with English as an additional language	Provision for the single pupil who is at an early stage of English language acquisition is good, there is an appropriate level of support and the curriculum is well adapted to individual needs.

Aspect	Comment
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The provision for pupils' social development is very good, the provision for moral development is good whilst the provision for spiritual and cultural development is satisfactory.
How well the unit cares for its pupils	Good. The staff work hard and are successful in providing support and guidance to pupils concerning their academic and personal development. Procedures for monitoring pupils' behaviour and attendance are effective.

The unit works closely with parents of all pupils. The curriculum provides an appropriate range of subjects and good opportunities for pupils to study for national qualifications. Although the unit is committed to promoting the pupils' personal development it does not have a formal programme for teaching PSHE.

HOW WELL THE UNIT IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The strong leadership by the newly appointed headteacher and the deputy headteacher provides a secure basis for future development especially in the roles and responsibilities of all staff.
How well the management committee fulfils its responsibilities	The advisory committee provides very strong support and direction whilst monitoring the work of the unit. The committee fulfils its role very well.
The unit's evaluation of its performance	The unit evaluates its performance and plans to address any shortcomings through its development planning processes.
The strategic use of resources	The unit uses its resources to very good effect in order to ensure that all pupils have access to the curriculum and that information is recorded and collated concerning pupils' progress.

The unit is under new management: the headteacher had been in post for only one week prior to the inspection. Nevertheless, she has already established a position of leadership and respect; she works very effectively with all members of staff and is extremely fortunate in having such an efficient and effective deputy headteacher. Together with the bursar, they form a very strong senior management team. Staffing is generous and well deployed; the accommodation is good and provides a suitable environment for learning. Resources for learning are good. The unit is very successful in applying principles of best value to all significant financial transactions. This is due to the tireless efforts made by the bursar in managing all financial matters in a very efficient manner.

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 information they receive about their children's progress. Staff have high expectations and are very approachable. 	<ul style="list-style-type: none"> The use of homework.

- | | |
|--|--|
| <ul style="list-style-type: none">• The unit works closely with parents. | |
|--|--|

The team fully endorse the positive views of the parents. The inspectors also support the concerns of the parents about homework in that there is need for a much clearer policy concerning homework, especially as many of the pupils are following examination courses. This often requires pupils to continue with extra work at home. Parents also made very positive comments about the ways in which the unit has worked successfully to support their children through reintegration into mainstream schooling. The staff from the unit have very close links with the local mainstream schools and work very closely with both them and the pupils to try to ensure success for its pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The unit's results and pupils' achievements

1. There is a wide range of ability amongst the pupils of the Phil Edwards Centre. They all have emotional, social and behavioural difficulties; consequently there is a dual focus on both raising attainment levels and improving behaviour. Many pupils arrive at the unit with low self esteem and perform at levels that do not reflect their true capabilities. The unit is very successful in helping pupils to raise their performance levels and improve their behaviour to enable them to return to mainstream schooling.
2. During English and literacy sessions the lowest achievers sometimes make slower progress because diagnostic tests for their literacy difficulties are not routinely used. Literacy targets do not appear in individual learning plans which leads to some missed opportunities to promote the literacy skills of all pupils. Nevertheless the progress made by pupils overall is good and during the last year pupils were awarded GCSE grades that ranged from A to G. They enjoy demonstrating their ability to use a keyboard and mouse to word process work and many other computer activities. Most pupils are able to choose a font and complete simple pieces of word processed work and print it out. They then progress to punctuating their work with full-stops and introducing capital letters. Some pupils are able to use the TAB key, font changes and adapt the computer to meet their individual need. They add text and can change colour, size and style using the pull down menus. Most pupils can log on and load a program and file independently. Many can 'cut and paste' an image from one file to another without help and all can do it with support. The most confident pupils are attaining in line with the national expectation.
3. Pupils' achievements in mathematics are good overall and during the last year pupils followed GCSE courses and were awarded grades ranging from B to G. Some of the younger pupils have difficulty with their work as their behaviour is not conducive to work and they have difficulty in settling down during lessons.
4. Attainment in science is good for pupils up to the end of Year 9 and very good for those up to the end of Year 11. Their exam results show clearly that they are successful as they were awarded grades ranging from B to G in last year's GCSE examinations.
5. Art is a subject in which pupils make exceptional progress and their achievement is impressive. Throughout the unit pupils handle a range of media with confidence. They move easily between tasks interpreting work they have seen or created into computer-controlled applications which many use independently showing good mastery of graphics. Higher attaining pupils discuss work they have generated as a result of their visit to the Tate Modern Gallery. They explain how they have used source materials to create their own work and discuss the characteristics of their favourite artists. For example, one pupil was able to talk with confidence about the work of Beckman and Dali.
6. Attainment and progress are also good in citizenship and personal, social and health education. All Year 11 pupils study citizenship to GCSE level and 90% have taken the examination this year. All pupils in Year 11 have successfully completed at least part of the Computer Literacy and Information Technology (CLAIT) modular course before they reach school-leaving age. Despite these positive achievements they do not use

information and communication technology enough in other subjects to help them with research, recording, analysing data or presenting their work.

Pupils' attitudes, values and personal development

7. The attitudes of nearly all pupils to their work and involvement in learning activities are good and are in line with the findings of the previous inspection report. During conversations with pupils they make very favourable comments about the unit, the efforts of staff and the very positive levels of respect and help they receive.
8. In most lessons pupils behave well, have good levels of concentration and take care with their work. They show respect for teachers, listen well and follow any guidance provided. Most are eager to do well and want to achieve good results. At times they ask questions to increase their knowledge and willingly contribute their own views. This enhances the standard of teaching and learning. They show sensitivity to those less able than themselves and offer help when needed. For example, in a mathematics lesson pupils waited patiently whilst a less able pupil took time to find the answer to a question. When he did so they congratulated him on his achievement.
9. Outside lessons behaviour is good. Although there are a few occasions when pupils behave inappropriately, these incidents are short lived and with the skilful and timely intervention of staff the calm atmosphere within the unit is soon restored. Outside the unit the pupils also behave well, for example, at the nearby bus stop pupils wait patiently for the bus, engage in friendly conversation and respect passers by. The pupils show good social skills. For example, they are polite to visitors and engage in friendly mature conversations. When moving about the unit they show respect for one another and hold doors open for staff and visitors. There have been no permanent exclusions during the past 12 months. This compares very favourably to national statistics and is a good reflection of the standards of behaviour in the unit. This is also a further improvement since the last inspection.
10. For the most part pupils show respect for property and the unit's environment. Whilst there is evidence of graffiti this is minimal and the extensive gardens and wildlife are treated with respect. High regard is shown for the building and resources with only a few occasions when damage is caused.
11. Relationships are very good and are a strength of the unit. There are high levels of mutual respect between staff and pupils as well as between pupils. There is a very strong emphasis by the unit on the way everyone is treated and the pupils respond very well to this. In conversations, pupils identify this aspect as a major factor that contributes to their learning. As a result, the unit presents a friendly and secure learning environment.
12. Pupils respond very well to the unit's personal development activities. At the heart of the unit's ethos is the raising of pupils' self esteem. The pupils value the high expectations staff have of them which, together with the respect shown, enables pupils to develop self confidence and to behave in a more mature manner. High levels of confidence are evident during conversations with many showing a clear idea about their futures. Further positive progress is made in terms of their social and moral development. For example, when visiting a nearby youth centre the pupils demonstrated good levels of respect for those staff and the property. They show good levels of social interaction and are willing to be critical of themselves and others in a constructive way. For example, following a short lived flare-up between two pupils several others were quick to criticise the behaviour of one of those involved and offer

advice about alternative way of dealing with the dispute. In lessons they help each other and make suggestions for improvement.

13. Attendance levels are satisfactory. There has been a significant improvement in overall attendance since the last inspection, from 73% to 79% last year. Pupils enjoy being at the unit and make every effort to attend, even those who live a considerable distance from the unit for whom the journey by public transport can be difficult. There are too many occasions when pupils are late, by up to 15 minutes, at the start of the day. To some extent these are due to the location of the site and the absence of a reliable bus service. Punctuality at other times during the day is good. Lessons start on time and pupils return to activities promptly after breaks.
14. Overall pupil attitudes, behaviour and personal development continue to be a strength of the unit and there have been even further improvements since the last inspection. This success is rightly recognised by nearly all parents who comment favourably about perceived changes in their children's behaviour, maturity and responsibility. These very good standards make a very good contribution to the learning environment and enable pupils to make good progress.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. The teaching and learning in English is good in Years 7-9 and very good in Years 10 and 11. All lessons seen during the inspection were satisfactory or better. Planning for pupils on an individual basis is of very good quality in all years and helps pupils to make the good progress that they do. Materials are well adapted to make lessons accessible, and worksheets, word frames and carefully produced revision guides are a strong feature of provision. Lessons are rigorous and expectation is high. Teachers insist that writing is thoroughly checked for accuracy, for example, and pupils make very good progress as they are helped to redraft their work and present it to a high standard. Teaching materials are rich and stimulating. In a lesson in Year 9, the strikingly beautiful lithographs of Gustave Doré were very effectively used to help pupils understand the classic poem "The Rime of the Ancient Mariner." Teachers have an excellent knowledge of their subject and the requirements of the external examinations, so that lessons are consistently well-focused. Marking is conscientious and assessment is accurate, with a result that pupils are left in no doubt as to what they must do in order to improve.
16. Teaching in mathematics is consistently good throughout the unit with good opportunities for pupils to achieve national qualifications by the time they are sixteen. Of the 26 entered for GCSE in the last academic year, 24 achieved grades within A to G and 2 achieved grades within A-C. Despite this good progress a significant number of pupils are only able to identify the appropriate mathematical operations for their work with help from an adult. Many remain under equipped with the necessary skills, for example of multiplication, to support their calculations.
17. In the very best mathematics teaching, effective behaviour management skills ensure that the pupils focus upon their work and do not distract, or become distracted, by others. However, some younger, lower attaining pupils are not focused upon their work and need consistently applied rules concerning acceptable behaviour so that they may develop into mature learners.
18. Teachers make good use of resources to support the pupils' learning. When practical demonstration was needed they used basic yet effective aids such as small plastic cubes to ensure that a pupil understood the difference in calculating area and volume.

19. The use of ICT in mathematics is limited. Although there is a computer in the mathematics room there are too few opportunities for the pupils to use their ICT skills as a tool to help them. Many work samples show where the use of databases or spreadsheets could have enhanced the pupils' work and presentation.
20. Teachers keep good records, however, and give freely of their time to provide extra support for those pupils who request it after school twice a week. The mathematics curriculum has recently been revised and is now closely allied to a highly structured commercial scheme. This ensures that the quality and quantity of pupils' work is easily identified so that difficulties may be promptly addressed. However, there are few opportunities for pupils to undertake other work or to reflect on mathematical processes or experiment with numbers and how they work. Whilst staff have been trained in the principles of numeracy for pupils over the age of 11, the impact of this work is not yet fully incorporated into all lessons. For example, the lack of regular plenary sessions denies pupils the chance to think about what they have achieved during the lesson and to ask and answer questions as a group.
21. There has been satisfactory progress since the last inspection, but issues remain over the use of ICT and the need for further opportunities for pupils to reflect on their choice and reason for their use of mathematical operations.
22. The unit has one science teacher, who is also the co-ordinator. The good quality of teaching noted in the last inspection has been maintained with many very good features. All the lessons are carefully planned with a variety of strategies and approaches, which fully extend the pupils. Individual targets are set and provision made to meet the individual needs of pupils, especially in Years 7-9. The lessons are well prepared with a wide range of readily available resources that enable the pupils to develop their work independently and to a high quality. For example, pupils in Year 11 were preparing for the Edexcel GCSE examination where they had the opportunity to discuss and work out difficult scientific tests.
23. Learning in Years 7-9 was at a slower pace due to the low literary attainment of many of the pupils when admitted to the unit. For these pupils emphasis was placed on learning key scientific vocabulary. The enthusiasm of teachers and the teaching of independence skills continued throughout all years with the result that, in the last national attainment tests, 34% of the pupils gained Levels 5 and 6. By the age of sixteen, 81% of the pupils gained A-G grades in the Edexcel GCSE. By this stage pupils are able to demonstrate that they understand the concept of a fair test, they design experiments, make predictions and record them by drawing or by writing. Pupils learn about their body maintenance, materials and their uses, electricity at home and work, plants, fuels and energy, earth and atmosphere, light, and living systems as well as the environment. The enthusiasm and commitment of the co-ordinator makes a significant contribution to boost the pupils' confidence and self-esteem by encouraging the pupils to work successfully towards high grades in externally accredited examinations.
24. Art is a strength of the unit. Teaching is very good with specialist teaching, outstanding subject knowledge and highly skilled management of pupils' behaviour. By motivating pupils with her own enthusiasm the teacher inspires the pupils to achieve very high standards, to become self-critical and to discuss their views with maturity.
25. The curriculum is very good and provides opportunities to work in the range of disciplines and to successfully study for GCSE. Last year out of 8 pupils, 4 achieved

- grades A to C and 4 achieved grade D. There is an excellent focus upon subject specific vocabulary and all handouts include key words in bold type. The pupils know that they need to understand and use such terms as 'research', 'architects', 'sketches', 'studies' and 'urban'. The wide range of resources and the extra-curricular activities help pupils understand art from around the world and the subject makes a significant contribution to the pupils' spiritual, social and cultural development.
26. The subject has built on its good work since the last inspection by increasing the use of ICT and introducing other technology such as digital photography.
 27. Teaching and learning are satisfactory in lessons on citizenship, where lessons are well planned and do not descend into anecdote. Visits to local institutions such as youth courts help pupils to understand the criminal justice system in a formal way. There are good opportunities for pupils to make contributions to the community by raising funds for charities.
 28. Teaching in history and geography is entirely satisfactory. A third of the lessons seen were good. The teachers have good levels of knowledge. Their delivery is authoritative and interesting and good textbooks support learning. In a good history lesson on trench warfare, video clips and pictures from the Imperial War Museum website supported written material; these interested pupils and helped them to learn. In a good lesson in geography, expectation was high as pupils were enabled to use mathematical techniques to demonstrate the relationships between energy and gross national product per head. Lessons sometimes lack variety and enough opportunities for pupils to learn through a variety of means.
 29. Progress is very good in information communication technology (ICT) as a result of the very good teaching provided. All the lessons observed were very well planned with clear aims and objectives. Work is very well matched to the individual levels of the pupils with the programme of study planned on a step-by-step basis allowing the more able to achieve a high standard. Introductions to lessons set clear tasks, and whole class demonstrations at the screen are well done. Effective questioning checks what pupils understand and know. Good support is given to individual pupils; this is well matched to their needs and helps them make progress. More confident pupils are set more challenging tasks or asked to teach other class members. Relationships with pupils are relaxed, and humour is used well. Learning support assistants are appropriately deployed. Work is reviewed well at the end of lessons. Pupils of lower ability were given greater support, many of whom were finding difficulty as a result of their poor literacy skills. ICT is taught as a discrete subject and pupils have good opportunities to develop specific computer skills. As a result of the very good teaching and the facilities provided, by the age of sixteen the majority of the pupils have acquired a wide variety of computer skills.
 30. Teachers use information technology to support learning in other subjects, but this varies from satisfactory to very good. This is an area where there is need for improvement to provide the benefit of technology throughout the curriculum. The unit provides very good facilities that are available for pupils to have appropriate access to computers. The unit is awaiting updated equipment to be installed and this will enhance the provision of ICT across the curriculum.
 31. As a result of the interest generated, pupils' attitudes in ICT are very good overall. In many instances it is used as a reward to good behaviour especially for those pupils who have severe disaffection when admitted to the unit. They grow in self-confidence and enjoy the programmes available. They warm to activities when offered

assurances by staff. The teaching observed indicates the competency of individual teachers and their sound knowledge of the subject.

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

32. The unit has maintained its good curricular provision since the last inspection and meets the principles outlined in the local authority's policy for pupils in PRUs. Pupils study the National Curriculum core subjects of English, mathematics and science and a good range of other subjects and activities, with the exception of religious education, physical education and modern foreign languages. The range of accreditation, which was judged excellent at the last inspection, has been extended to provide more opportunities at a higher level, and pupils in Year 10 may now obtain entry-level certification (ELC) in the subjects of their choice.
33. Staff training in the promotion of literacy and numeracy across the curriculum has resulted in a greater focus upon the use of subject specific language in lessons. In art, for example, the key words for each unit are highlighted within every handout so that the pupils understand that they will need to learn and use them in their work. Literacy and numeracy coordinators have provided clear guidance to other subject tutors on how to build upon the pupils' abilities and to provide activities which will help them make use of these essential skills. Despite this strength, there are insufficient opportunities for the increasing number of lower attaining pupils to receive specific teaching in literacy or for all pupils to further develop their interest in books and reading because there is no library.
34. The unit makes good provision for teaching information and communication technology in specialist lessons. However, there are too few opportunities for the use of computers and other technology in other subjects because it is not sufficiently well built into the teachers' planning. In mathematics, for example, there is very little evidence that pupils have used their computer skills in data processing, spreadsheets or databases to help with their projects. Several work samples include lists of handwritten figures or hand drawn charts and tables, which could have been better presented and clearly enhanced by the use of computer technology.
35. The teaching day is just over 4 hours, which totals less than the 25 hours per week required. However, the staff are also in contact with the pupils throughout their 20-minute morning break and the 35-minute lunch break. This time is used effectively to engage pupils in conversation, to promote and sustain relationships and to provide good role models of social behaviour. This clearly forms an effective personal, social and health education component of the curriculum. There is little formal planning for such activity and although personal records are maintained for each pupil they do not directly reflect the content or achievements of these activities many of which are highly effective in influencing the way the pupils interact with each other. Similarly, when a cross section of pupils attends a local activity centre, although the activities are relevant to their needs, interest and abilities, not all pupils participate fully. There is no specific planning or recording to formulate or track the pupils' experiences, progress and response. A 20-minute journey each way, plus the time taken to organise the pupils onto transport, does not present efficient use of time and staff expertise.
36. Overall, the excessive travelling time and the lack of planned activities represent weakness and inefficiency in the use of teaching time. Staff acknowledge that the development of the pupils' personal, social and health education is at the heart of the unit's purpose. However, there is no formal teaching of PSHE or formal arrangements

for sex and drugs education, but staff provide good, and often very good, informal support. However, these activities are not built into a formal scheme of work which includes planned opportunities for pupils to learn progressively. Staff have recognised the need to address these issues so that their teaching time is formally planned and delivered through a subject policy and scheme of work.

37. The unit provides good opportunities for the pupils to extend their learning through extra-curricular activities. These include visits to local places of interest such as a nearby boating lake, trips to national attractions such as the Tate Modern Gallery and residential visits to Wales. There is also an annual sports day in which pupils compete against each other and develop their competitive natures and their social skills.
38. Pupils of all backgrounds and abilities have equal access to the curriculum. The unit recognises that it is now admitting pupils with more significant learning and behavioural problems. The staff are still trialling specific methods for supporting such pupils, especially those in the lower age range, and the good levels of support and advice these pupils receive help them to understand the need to work in lessons. Their IEPs and targets are regularly reviewed and all requirements for implementing the SEN Code of Practice are met. Staff are aware that to improve their work with such pupils, the IEPs require a closer focus upon academic as well as behaviour targets and this is an area agreed for development.
39. As they approach school leaving age, older pupils are provided with good opportunities to attend local colleges and vocational training centres which prepare them for the next stage of their lives. When possible they also undertake work experience and become familiar with the skills and personal qualities needed to succeed in the workplace. The good links that the unit has established with its providers are beneficial in this regard and many are supportive of the unit's work.
40. The unit has good arrangements for educational inclusion. A member of the management team is responsible for organising reintegration placements and for working with mainstream schools to provide support. Many schools are willing to provide integration opportunities for unit pupils and they also benefit from opportunities for their pupils to attend the unit on a part-time basis. This co-operative approach has enabled several pupils to return to education after a long absence. One pupil returned to school part-time after receiving home tuition and gradually built on her attendance. She has now been accepted on a full time college hairdressing course. At the time of the inspection two pupils were attending the unit on a respite placement.
41. The provision for pupils' spiritual development is satisfactory. To some extent the unit's extensive and well-established grounds provide a sanctuary for wildlife as well as providing an area of tranquility. Several pupils express their pleasure in observing the wildlife and enjoy the peaceful environment provided. In several curriculum areas pupils have the opportunity to reflect on spiritual aspects. For example, in a Year 11 art lesson, a pupil became totally absorbed when imagery was used to depict suffering and conflict and others were overwhelmed with displays during a visit to the Tate Modern. Pupils have opportunities to reflect on the spirit of human enterprise through informative classroom displays, for example, in science the achievements of Franklin, Hubble and Jenner. However, the benefits of the newly introduced religious education programme mentioned in the last inspection report have not occurred because the programme is no longer part of the curriculum. The provision for spiritual development is not planned or monitored across the curriculum. Opportunities are missed to use the grounds to further enhance this provision. The unit should review its current

provision and identify opportunities for spiritual development across all curriculum areas.

42. The provision for pupils' moral development is good and strongly underpins the unit's ethos. From the time of admission every pupil is made aware of behavioural expectations, self respect and respect for others. Pupils understand right from wrong and the messages in many poster displays urge respect for individuals, to "do the right thing" and stress the importance of honesty. Staff consistently reinforce these values and are themselves very good role models for appropriate behaviour and conduct. Within the curriculum pupils have the opportunity to discuss moral issues, for example, abortion, misuse of drugs and the morality of war.
43. Provision for the pupils' social development is very good. Pupils develop a sense of community whilst at the unit and understand the associated responsibilities that go with being part of a community. In lessons, teaching styles encourage pupils to help each other with very effective results. Pupils have opportunities to socialise with other adults and young people outside the unit, including on residential trips. Pupils also visit the local court and have the opportunity to talk with and listen to ex-offenders, who are very clear about the difference between right and wrong and the very deep impact that a conviction has upon a person's life. This forms a real educational experience as part of the moral and social development of the pupils.
44. Provision for pupils' cultural development is satisfactory. Pupils come from very different home backgrounds but they work in a harmonious, friendly atmosphere. There is a good awareness of racial issues. In some subjects, pupils learn about other cultures, for example, displays in mathematics highlight the subject as seen in other cultures around the world.
45. Overall, the opportunities for pupils to develop their spiritual, moral, social and cultural awareness are good and broadly reflect the findings in the previous inspection report. However, there is scope for further development in the spiritual and multicultural provision and there is a need to plan and monitor the provision of all these aspects across the curriculum.

HOW WELL DOES THE UNIT CARE FOR ITS PUPILS?

46. Procedures for monitoring personal development are very good and achieve good results. In view of the previous experience of the pupils and their additional special needs, the unit places a strong emphasis on personal development. Staff know the pupils well and they have a very good understanding about their emotional and behavioural issues. Expectations are made clear during one-to-one meetings with tutors and there is constant monitoring of agreed behavioural targets that are reviewed weekly. The strong culture of mutual respect and support enables pupils to confront inappropriate behaviour and negative attitudes. Success is praised and celebrated whilst lapses are sensitively but firmly addressed. The unit's success in this area helps pupils to develop self confidence and, as a result, contributes well to progress, learning and achievement.
47. The support and guidance for pupils is very good. Staff work hard to help pupils overcome behavioural difficulties and provide good support with academic work. For example, in lessons they ensure that all pupils understand what they are being taught and patiently help less able pupils with their learning. The tutor group system provides further opportunities for individual teachers to discuss personal problems or difficulties facing pupils. A range of other support services is used well to help pupils. For

example, pupils have access to a counsellor. Unit data indicates that an increasing number of pupils benefit from this confidential service.

48. A key aim of the unit is to re-integrate pupils into mainstream education. This is also a desire of many pupils. The unit successfully achieves this aim by setting out with pupils how they can achieve this aim and by providing them with effective support and encouragement. There are very effective procedures in place to ensure successful re-integration. These include meetings with representatives from other schools and providing very good support during the early stages of integration to the pupil involved as well as unit staff. During the past year, 12 pupils have been successfully re-integrated into mainstream education. Local head teachers speak very highly of the unit's efforts and work in this area.
49. Procedures for monitoring attendance are very good and have led to a significant improvement in overall attendance levels. Registers are well maintained. Absences are quickly noted at the start of the day and reasons for non-attendance are quickly sought by means of telephone calls to parents the same day. Emerging trends are quickly identified and through discussions with parents and, when necessary, the involvement of the local education welfare officer appropriate action is taken. Parents and pupils alike are left in no doubt about the importance the unit places on good attendance.
50. Procedures for monitoring behaviour are well established and are implemented effectively across the unit. There is a strong emphasis on rewarding good behaviour, which together with the strong ethos of respect for the individual, contributes well to good standards of behaviour. Staff deal very effectively with incidents of inappropriate behaviour and quickly diffuse potentially aggressive situations.
51. Good attention is paid to the pupils' health, safety and welfare. There are sufficient numbers of staff who are trained in first aid and there is a good awareness of the medical needs of individual pupils. The building is well maintained and regular safety checks are carried out. During the inspection no serious health or safety risk to staff or pupils was evident.
52. Child protection procedures follow closely the local authority guidelines and the staff have undertaken training in this area. The senior manager with responsibility for this aspect has had considerable experience with child protection issues. Relationships with other agencies are good.

Assessment

53. The unit has developed good assessment procedures. These include the induction course before the pupils are admitted to the unit, which involves a baseline assessment as well as support and guidance on the findings of these assessments. The curriculum in the unit is monitored both on an individual basis and as part of the general curriculum established at the unit. Generally assessment is carried out daily with weekly and termly reports. However, there is some variation in the levels and grades being awarded by different teachers. The unit is aware of this difficulty and is planning to address it. The use of assessment in curricular planning is good with some areas of very good practice; for example, in science, the planning of lessons follows the achievement of the previous lessons in order to provide continuity and progression. There are strong and effective links with Connexions and their officer works with the pupils at the unit one full day each week. His services and expertise

are valued highly and he works very effectively, often as a link between the education staff and anxious pupils and parents.

54. The practice of using modern information technology to record pupils' progress is good practice. This enables all the staff to track pupils' progress and weaknesses. With this information they are able to develop their targets on an individual basis. The unit, through its assessment policy, seeks to provide facilities and resources to extend the pupils' potential learning to the maximum extent. Therefore, by the age of sixteen, pupils have the opportunity to work towards externally accredited examinations in ten subjects. As a result of this, success in both the SATs and the GCSE has significantly enhanced pupils' confidence and self-esteem.

Special Educational Needs (SEN)

55. The unit has admitted a number of pupils since the last inspection who are severely disaffected. The education for these pupils is of the same high quality as it is for the majority of the pupils in the unit. Teaching for those with significantly different needs is sensitive, well planned and elicits understanding and progress. The generally sound and good teaching, as well as the very positive relationships with pupils, creates attitudes which are conducive to good learning. The attitudes of those with particular behavioural difficulties improve significantly during their time at the unit.
56. The unit is fortunate to have the regular services of a child counsellor who works with individual pupils to guide and support them with their emotional problems. Other external services also make a significant contribution to the unit, for example, 'Beat the Streets', a voluntary body that supports certain pupils after school with recreational activities.
57. The learning opportunities are also enhanced through the professional development of the staff. The training of the learning support assistants in this respect is an area that needs to be developed. In-service training courses provided by the unit in-house have proved beneficial and provide a consistent approach to individual target setting for the pupils.
58. The use of ICT has also proved a valuable resource to interest the pupils and generate motivation for learning and develop confidence and self-esteem. There is, however, a need to review the accommodation, resources and deployment of staff to meet the growing number of pupils with severe disaffection, in particular those with challenging behaviour problems.
59. The unit continues to maintain the good standards of care, support and guidance identified in the previous report. Pupils and parents express appreciation for the work of the unit's staff in this area.

HOW WELL DOES THE UNIT WORK IN PARTNERSHIP WITH PARENTS?

60. The views of the parents who attended the parents' meeting and the results of completed questionnaires reveal very positive views about the unit. Written comments and letters to the unit provide strong commendations for the efforts of staff and the results they achieve. Parents are particularly pleased with the information they receive about pupils' progress, the high expectations and approachability of staff and how well the unit works with parents. The inspection team fully endorses these very positive views. A very small minority of parents express dissatisfaction with the amount of homework pupils are given and the poor behaviour of some pupils. The inspection team judges behaviour to be good overall. The use of homework is effective, but there is, however, no homework policy and there is evidence, as was the case at the time of the last inspection, that parents are unaware of when homework is set and when. The unit should address this issue so that parents fully understand this area of the teaching provision.
61. The unit's links with parents continue to be good and they make a useful contribution to the work of the unit's staff. From the outset the parents of new pupils are made aware of the unit's aims, values and beliefs as well as their expected support and contribution. For their part, staff, through weekly, termly and annual reports, keep parents fully informed about academic and behavioural progress. Staff form close working relationships with individual parents and, by way of telephone conversations and face-to-face meetings, raise any emerging issues. For their part, parents are actively encouraged to contact the unit if they have any concerns.
62. Annual progress reports are comprehensive and give parents a good understanding of the curriculum areas covered, the progress made and levels of achievement. The reports include details about behavioural aspects, for example attendance standards, and they also include targets for further improvement. In some areas these targets are too general in nature and do not always help parents to contribute to their attainment.
63. Overall, the contribution made by most parents makes a satisfactory impact on the work of the unit and the progress made by pupils. Most parents live some distance from the unit but, despite this constraint, open days and parents' meetings are well attended. In order to further develop this aspect the unit should consider introducing initiatives to help parents develop further their understanding and skills in managing emotional and behavioural issues.

HOW WELL IS THE UNIT LED AND MANAGED?

64. Good leadership and strong management by the headteacher and key staff are characteristics of this unit. This good leadership is having a considerable influence on the unit's improvement and the raising of pupil standards further. The senior management team works hard to set high expectations for the work of pupils and staff alike. Improvement is a high management priority in this unit. The headteacher and senior staff set a very good example, and the staff function very well as a team. The explicit aims and values of the unit are fully reflected in its work. Responsibilities are quite clearly delegated to management staff.
65. Self-evaluation is well established within this unit. The development of good teaching practice is very carefully monitored and evaluated. Good teachers are used to influence others and improve the quality of teaching and learning. The unit's procedures for appraisal and performance management are satisfactory, and performance targets are usually used to improve the skills of individual staff. The team

spirit between teachers and support staff is very good and is a reflection of the unit's leadership. Priorities for improvement are well thought out, and this significantly enhances the quality of teaching and learning within the school. The management team shares a very significant commitment to improvement and demonstrates a very considerable capacity to succeed. The induction procedures for new staff are detailed and generally effective, and in-service training has proved to be beneficial to all staff over the last few years.

66. Overall, the advisory committee is very good at providing effective levels of support for the work of the unit. Members of the committee support the work of staff very well. The committee is completely aware of the unit's strengths and aspects for further improvement, and they very regularly influences the future direction of the unit. Targets for unit improvement are often monitored throughout the improvement planning cycle, and targets for unit development and improvement are set regularly. The governing body ensures that it fulfils its statutory duties. The relationship between the headteacher and the advisory committee is very good. The headteacher is mostly appraised and set targets by the management committee. The committee has responded well to the previous inspection and the key issues that were identified.
67. The requirements of the new Code of Practice are fully reflected in the quality of provision for special needs pupils. One of the members of the advisory committee has been given specific responsibility for special educational needs, and has a wide understanding of the new requirements. This committee member and the coordinator meet fairly often, and the full committee is kept well informed about special educational needs. The committee is very aware of its spending on pupils with special educational needs, and outcomes of spending are monitored and significant emphasis is placed on supporting individual pupils.
68. The unit makes good use of resources, grants and other funding to improve the quality of teaching and learning. Educational priorities are well supported by financial planning. The management team ensures that financial administration systems are efficient and effective, and the unit responded very well to the most recent auditor's report. The senior management team very regularly reviews the unit finances. The unit's use of new technology is effective. Specific grants are often used for their designated purpose. The effectiveness of the way the unit spends its money is monitored well, and the unit ensures the outcome of expenditure is matched with current objectives.
69. The principles of best value are very well established in this unit. The unit is fully aware of the need to compare its costs with those of other units. The unit invariably engages in competitive tendering and seeks quotes for all significant purchases, and the staff are often required to justify their use of resources. Major expenditure decisions are mostly subjected to wide consultation.
70. Staffing of the unit is good. There has been a satisfactory level of improvement since the last inspection. A generous number of teachers, teaching assistants and non-teaching staff are flexibly used to good advantage, although their roles and responsibilities need revision in the context of the recent appointment of the new head teacher. Specialist teachers teach the core subjects of English, mathematics, science, as well as ICT, history, geography and art. This raises standards. There is a very good level of administrative and welfare support. A bursar oversees financial management. The three newly appointed academic and behavioural support workers are already beginning to make a significant contribution to pupils' learning. Although they have attended some training and wish to train further, no externally accredited

professional courses are currently available. There is, as yet, no career structure for them and their roles and responsibilities are currently unclear. Coordination with personnel from voluntary agencies is good, and these make a valuable contribution to pupils' education.

71. Time is allowed for coordinators to successfully develop their subjects, but their management roles require to be developed further. There are good opportunities for in-service training, and one teacher and the headteacher are studying for higher degrees.
72. Procedures for the performance management of teachers are satisfactory. The new head intends to extend a form of appraisal to all non-teaching staff. The high degree of staff commitment to the unit and its pupils and the very good team approach described in the last report continues to hold good. Training of staff to enable them to use a full range of ICT skills in all subjects is, however, still being undertaken. Work has been done towards diagnostic testing of literacy to aid focused intervention, but procedures are not yet in place. There is no formal procedure for the induction of new staff.
73. Accommodation is good. The unit is situated in a substantial Victorian house in a pleasant suburban setting. The large garden, which is full of wildlife, is a useful resource to pupils in their study of science and art. The house is properly adapted for its purpose, well decorated, tidy, clean and welcoming. There is no litter or graffiti. It is a functional and appropriate setting for education. The accommodation is supplemented by demountables which provide specialist rooms for art and craft. There is also a separate room for teaching science. Classrooms are of suitable size, well furnished and decorated with commercial prints and examples of pupils' work. The lack of a library, which would provide space for browsing and private study, is, however, a weakness. Maintenance of the site and its buildings is of a high order. There is an effective programme of redecoration. Simple repairs are done without delay. The building is well lit with efficient central heating.
74. Since the last inspection there has been a good level of improvement. A hard play area has been installed. Additional secure storage has been provided. Security of the house and grounds has been improved and is now good. It is intended to improve access to the front of the building in the near future. Good use continues to be made of the local activity centre, and pupils continue to be taken on trips and visits to broaden their social and cultural horizons.
75. Resources for learning are good in all subjects. Gaps mentioned in the last report have been filled, so that there has been a satisfactory level of improvement. There are already a good number of computers, but new machines have already arrived in the unit, which, when installed, will improve provision even further. Data logging equipment, lacking at the time of the last inspection, has already been provided. Resources in art are a particular strength. They are used imaginatively, and fully exploit the subject's good links with ICT.
76. There continues to be a good match of resources to the needs of pupils. Written resources continue to be well modified and adapted to support the learning of individuals. Opportunities for pupils to read widely and independently are hampered, however, by the lack recreational newspapers, books and magazines or sufficient supervised opportunities to visit public libraries nearby.

WHAT SHOULD THE UNIT DO TO IMPROVE FURTHER

77. In order to improve the quality of education further, the advisory committee, headteacher and senior management team should:
- i create a designated area within the unit and equip this as a library to enable pupils and staff to access books at all times during the day. This will also provide an area for some pupils to study individually. (Paragraphs 73 & 76)
 - ii ensure some focus on literacy skills in pupils' individual education plans and the teaching of literacy skills, and that ICT skills are coordinated and documented more effectively throughout the unit. (Paragraphs 2, 19 & 30)
 - iii ensure that the programmes of personal, social and health education are carefully documented and the activities at lunchtime are also recorded and evaluated in the light of the whole unit curriculum provision. (Paragraphs 35 & 36)
 - iv clearly define the roles and responsibilities of subject coordinators and support assistants to ensure their efficiency, effectiveness and professional development. (Paragraph 71)
 - v moderate assessment procedures to make sure that all teachers have the same high expectations of their pupils. This is an area that the unit plans to address in the near future. (Paragraph 53)

Mayday Hospital School

78. The hospital school provides very good provision for pupils aged 5-16 who are admitted for a short stay in the hospital. At the time of the inspection there were approximately twelve pupils on roll, but this number is constantly changing. The care that is given to the pupils and the teaching provided is excellent. On the strength of the assessment made provision is organised to meet the pupil's individual needs. During the inspection one pupil working towards the SATs examination on a short stay for treatment for her diabetes was given guidance and support in English. Another pupil having orthopaedic treatment was having support in science for GCSE in a week's time. The teachers have adopted a broad and balanced curriculum in preparation for any eventualities, as they cannot predict when any admission is made to the hospital or the individual educational need of the children admitted. They provide excellent provision for those with special educational needs, for example, supporting those pupils that have missed long periods of school due to illnesses in any subject in which they have any difficulties or weaknesses.
79. The quality of teaching is excellent with the teachers adopting different strategies to meet the varying needs of the pupils. The whole school area has an extensive range of pupils' work displayed. These attractive displays stimulate pupils' learning and motivate the pupils to work harder, especially when they see their own work being displayed. Resources are good and used well. The school has recently purchased three laptop computers that are loaned to the patients on the ward who are unable to come to the classroom.
80. Accommodation, however, is very cramped with two teachers working in one small room. This makes individual work very difficult, especially as the pupils' needs vary considerably. At the time of the inspection there were pupils of all ages with varying needs. The staff have organised the limited facilities very well and are achieving high standards of work in poor working conditions with limited storage facilities. With better working conditions the facilities in the Mayday school would be excellent due to the caring attitude of the staff, the well planned curriculum and the appropriate teaching strategies used to meet the pupils' needs.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	37
Number of discussions with staff, governors, other adults and pupils	34

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	16	13	5	0	0	0
Percentage	8	43	35	14	0	0	0

*The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.] *21*

Information about the unit's pupils

Pupils on the unit's roll	No of pupils
Number of pupils on the unit's roll	44

Special educational needs	No of pupils
Number of pupils with statements of special educational needs	9
Number of pupils on the unit's special educational needs register	44

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Attendance

Authorised absence		Unauthorised absence	
	%		%
Unit data	11.3	Unit data	9.7

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

Key Stage 3 SATS results (2002)

Last year's results in italics

Subject	N	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7/8
No of entries							
English	None	N/A	None 0%	10 91%	1 9%	None	None
11 (10)	(1) 10%		(4) 40%	(4) 40%	(1) 10%	(None)	
Mathematics	None	None	2 13%	6 40%	6 40%	1 7%	None
15 (13)		(1) 8%	(3) 23%	(7) 54%	(2) 15%	(None)	
Science	None	None	3 25%	4 33%	2 17%	2 17%	None
12 (12)	(1) 8%		1(1) 8%	(7) 58%	(3) 25%	(None)	

Ethnic background of pupils

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

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
17	0	0
1	0	0
2	0	0
10	0	0
0	0	0
0	0	0
2	0	0
0	0	0
1	0	0
0	0	0
0	0	0
4	0	0
1	0	0
2	0	0
0	0	0
0	0	0
4	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)	9.1
Number of pupils per qualified teacher	4.9

FTE means full-time equivalent.

Education support staff: Y7 – Y11

Total number of education support staff	9
Total aggregate hours worked per week	290

Financial information

Financial year	2002/3
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	£
Total income	535,656
Total expenditure	607,871
Expenditure per pupil	13,508
Balance brought forward from previous year	117,399
Balance carried forward to next year	45,184

Recruitment of teachers

Number of teachers who left the unit during the last two years	6
Number of teachers appointed to the unit during the last two years	5

Total number of vacant teaching posts (FTE)	0.6
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)	1

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	44
Number of questionnaires returned	13

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	46	31	15	0	8
My child is making good progress in school.	46	46	0	8	0
Behaviour in the unit is good.	23	69	0	8	0
My child gets the right amount of work to do at home.	15	15	23	15	31
The teaching is good.	54	38	0	0	8
I am kept well informed about how my child is getting on.	69	31	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	69	31	0	0	0
The school expects my child to work hard and achieve his or her best.	69	23	0	0	8
The school works closely with parents.	62	31	0	0	0
The school is well led and managed.	69	23	0	0	8
The school is helping my child become mature and responsible.	38	31	0	0	31
The school provides an interesting range of activities outside lessons.	31	38	0	0	31