

# INSPECTION REPORT

## **LINSKILL PUPIL REFERRAL UNIT**

North Shields, Tyne and Wear

LEA area: North Tyneside Council

Unique reference number: 108565

Headteacher: Mrs Felicity Andreasen

Reporting inspector: Adrian Simm  
21138

Dates of inspection: 16<sup>th</sup> - 18<sup>th</sup> October 2002

Inspection number: 251697

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

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## INFORMATION ABOUT THE UNIT

Type of school:	Special
School category:	Pupil Referral Unit
Age range of pupils:	11 - 16 years
Gender of pupils:	Mixed
Unit address:	The Bungalow Blanchland Terrace North Shields Tyne and Wear
Postcode:	NE30 2BB
Telephone number:	0191 200 5621
Fax number:	0191 200 6273
Appropriate authority:	The Local Education Authority
Name of responsible officer	Mr John Scott
Date of previous inspection:	19 <sup>th</sup> - 22 <sup>nd</sup> October 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21138	Adrian Simm	Registered inspector	Mathematics Design and technology Geography History Modern foreign language (French)	What sort of school is it? How high are the standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9176	Gillian Barker	Lay inspector		Pupils' attitudes, values and personal development. How well does the school work in partnership with parents?
30205	Terri Kenna	Team inspector	Science Art and design Information and communication technology Physical education Special educational needs	How well does the school care for its pupils?
21292	Stuart Russell	Team inspector	English Citizenship Music Religious education Educational inclusion	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Chase Russell Limited  
85 Shores Green Drive  
Wincham  
Cheshire CW9 6EJ

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33 Kingsway

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
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	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>10</b>
The unit's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS OR STUDENTS TAUGHT?</b>	<b>14</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?</b>	<b>15</b>
<b>HOW WELL DOES THE UNIT CARE FOR ITS PUPILS?</b>	<b>18</b>
<b>HOW WELL DOES THE UNIT WORK IN PARTNERSHIP WITH PARENTS</b>	<b>19</b>
<b>HOW WELL IS THE UNIT LED AND MANAGED?</b>	<b>20</b>
<b>WHAT SHOULD THE UNIT DO TO IMPROVE FURTHER?</b>	<b>22</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>23</b>

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

### **INFORMATION ABOUT THE UNIT**

Linskill Pupil Referral Unit provides full time education for pupils between the ages of 11 and 16 years. The unit has recently introduced full time education and has plans to evaluate the effects of the changes in the near future. Pupils in Years 7 to 9 receive 25 hours of teaching each week. It is 24 hours for pupils in Years 10 and 11; some of this time is spent at local colleges. Pupils attend the unit from across North Tyneside. They may start at and leave the unit at any time during the year. The unit is funded for a maximum number of 32 full time pupils. Currently, there are 16 boys and 6 girls on roll. All pupils are of white ethnic background. The centre is for pupils who are not attending school because they have been permanently excluded or have special educational difficulties. Because of this, the attainment of pupils on entry to the unit is well below that expected for their age. Overall, in comparison with the last inspection, attainment on entry is lower. Five pupils have a statement of their special educational needs. For those pupils in Years 10 and 11, re-integration into mainstream schools is less likely and as such, vocational education is part of the provision offered.

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

The unit is highly effective in its provision for many pupils. Whilst it succeeds in improving the majority of pupils' attendance, the overall level is still low. Very good teaching and learning ensures that those pupils who attend regularly achieve very well academically and show good progress in their personal development. Their attitudes to work, to each other and to staff exceed expectations. This is because the leadership and management by the head teacher and her deputy are very good. All staff play their full part. The unit achieves these results with a total income that is unclear because its accommodation costs are unknown. However, income that is known is within a broad average nationally for similar provision and as a result, the unit provides good value for money.

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

- On entry to the unit, staff recognise quickly the academic and social needs of the pupils and provide for them very well. As a result, pupils make rapid progress. They achieve very well in English, mathematics, science, information and communication technology (ICT), personal, social and health education (PSHE) and art and design. Also, pupils in Years 7 to 9 are taught religious education and they achieve very well.
- Teaching and learning are excellent in English and very good in all other subjects.
- Staff provide very good support for pupils' spiritual, moral, social and cultural development. This ensures pupils' attitudes to work, relationships and personal development are impressive.
- Staff provide very good learning opportunities including vocational education that are 'brought to life' through very strong links with the community and improving links with local colleges.
- The unit is very effective because experienced and knowledgeable staff are supported by the leadership of a highly effective head teacher and her deputy. They are very clear about the unit's strengths and areas for development. The unit is supported well by its management committee.

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

- The benefit pupils get from the recent introduction of full time education both in relation to improved attendance at the colleges and the extra time now available for learning.
- Procedures for ensuring that fire-extinguishers and portable electrical equipment checks are carried out on time.

*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 1998 and shows very good improvement. Overall, standards have improved well in all subjects taught with particular strides forward in ICT and art and design. Achievement in English has remained very good. The quality of teaching and learning are now far higher. Pupils' learning opportunities have improved considerably. Much has been done to improve the accommodation and resources for learning. The unit has worked very hard on the issues noted for development at the last inspection. Very recently, staff have introduced steps towards providing full time education for the pupils. Plans are in place to review this each half term. Only in pupils' attendance have levels fallen slightly but this is relative to the unit's changing population, particularly in Years 7 to 9.

## STANDARDS

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

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

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

Pupils' attainment on entry is varied but it can be for some up to seven years behind that expected for their age. Despite the unit offering pupils only part time education until September 2002, pupils' achievement has been rapid. For those pupils who stay until Year 11, by the time they leave, most have gained nationally recognised qualifications. For example, accreditation in the Certificate of Achievement in literacy and numeracy, in unit awards in science, PSHE including work experience and in extra subjects for those studying geography and history. On occasions, for example, in 2001, a small number of passes were achieved at Grade C in English and mathematics in the General Certificate in Secondary Education (GCSE). In 2002, the pupils between them gained 120 passes in a range of national accreditation, which was a similar level to 2001. Pupils' achievement throughout the unit in English, mathematics, science, and PSHE is very good. Literacy and numeracy skills are being developed very well through other subjects. Pupils' achievement in art and design is very good in a broad range of media. Achievement is very good in ICT both in learning the skills of using the computer equipment and in its use in a range of subjects. With Years 7 to 9, achievement is very good in religious education and good in music. Whilst some pupils study geography and history and pass units of accreditation, the unit has insufficient evidence for inspectors to judge their rate of achievement. Achievement of around 20 percent of pupils is hindered by poor attendance.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the unit	Pupils who attend regularly generally respond very well in lessons although overall, pupils' attitudes to learning are variable.
Behaviour, in and out of classrooms	Behaviour is good. Pupils react quickly to what is expected of them. For example, settling to work after lunchtime or as they return from college. Exclusions are low at four fixed-period and one permanent for 2001/2002.
Personal development and relationships	Personal development and relationships are good. Many pupils develop a sense of responsibility and usually do well when they test themselves in different situations such as work experience. They understand well how different cultures function within a diverse society.



Attendance	Attendance at 74 per cent for 2001/2002 is low but figures are distorted by the very poor attendance of a small number of pupils.
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The overall level of low attendance hides the progress that the unit makes in improving many pupils' attendance. Invariably, pupils' attendance at the unit is an improvement on their attendance when they were in mainstream education. This is an effective measure of the unit's success. Following the introduction of full time education in September 2002, which involves courses at one of two colleges for pupils in Years 10 and 11, attendance of this group of pupils has been variable. The unit will soon be reviewing the reasons for this.

## 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.*

Teaching and learning were slightly stronger for pupils in Years 10 and 11 than for pupils in Years 7 to 9. Partly, this is because after a settling in period when pupils have begun to respond more to the caring and supportive approach adopted by staff, the quality of learning improves. However, overall, in nearly all lessons seen during the inspection, teaching and learning were very good or excellent. Teaching and learning in English were excellent and they were very good in mathematics, science PSHE, ICT and art and design. The unit meets the needs of all pupils very well including those with more specific learning difficulties. Provision for literacy and numeracy skills are very good and ICT skills are taught very well across a broad range of subjects. Teachers plan well together and within a framework for each subject, which helps build pupils' learning. Staff have very good knowledge of their subjects and the pupils' needs. They are self-critical and review their work to see how they could teach better. Teachers frequently link lessons either to day-to-day or practical experiences, which is effective in enthusing pupils. This is done very well in English, science, art and design and ICT. The quality of teaching for pupils with special educational needs is very good overall. Teachers and support assistants know all their pupils very well and have very good awareness of how to meet their individual needs. The teaching strategies used are supportive and sensitive and consequently all pupils are fully integrated into all aspects of the unit's curriculum. The success of the teaching is that each pupil learns in a way that suits him or her best.

## OTHER ASPECTS OF THE UNIT

Aspect	Comment
The quality and range of the curriculum	Learning opportunities are very good and are arranged in individual packages for the pupils. These include opportunities designed to prepare pupils for the next stage in their life whether back in mainstream schools, further education, training or work. Full time education has been introduced since September 2002. Some of this is timetabled as personal development at break time, lunchtime or travelling to and from the colleges for pupils in Years 10 and 11. The unit has plans to evaluate whether the most effective use is being made of what amounts to around six hours a week.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is very good because of the individual nature of the planning and support offered.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The unit provides very good opportunities within a very clear policy that stresses self-esteem as paramount in supporting pupils' personal development. Pupils are encouraged very well to make sense of the world, their place within it and how to react appropriately with it.

How well the unit cares for its pupils	This is good overall. The unit is a secure and safe environment in which to work although a safety check on fire extinguishers and portable electrical equipment is overdue. There are suitable systems to safeguard pupils' access to the Internet, which parents are aware of. The teachers know the pupils very well and give pupils every encouragement in their activities.
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The staff do much to ensure that the unit's links with parents are as effective as they can be. The variety of ways in which staff let parents know what is happening and how things are going, is very good. This includes detailed and regular newsletters and information about how well pupils are progressing in relation to their individual educational programmes. The support pupils receive in settling them into the unit, frequently after periods out of school, is very good. Whilst the 'key teacher' system is a focal point for this, all staff play an integral part. The teamwork is outstanding. For many pupils, information about their prior attainment on entry to the unit is vague. Because of this, the unit has developed very good ways of working out what the pupils know in a range of areas. Following this, targets are set for improvement and monitored closely. These methods of checking the pupils' progress over time are a strength of the unit's planning and teaching strategies.

### HOW WELL THE UNIT IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and assistant headteacher are very good in ensuring that the unit sets out to improve continually and is very effective in what it offers pupils and their families. The unit has developed a very strong team spirit and methods of working in which all staff lead areas of responsibility very well. This includes classroom support assistants, for example, in ensuring the high standards achieved in art and design.
How well the management committee fulfils its responsibilities	The management committee fulfils its responsibilities well. It receives a range of data and checks to see how well the unit is developing. Its strengths are in the personal detailed knowledge of the unit that many of its members have because of their employment in the local education authority (LEA). Unfortunately, the appointment of members such as parents, business representatives or local headteachers, who would offer a broader perspective to its work, has proved difficult.
The unit's evaluation of its performance	The unit has available a good range of data which it uses very well to analyse and improve pupils' achievement and teaching and learning. The management committee checks to see that the unit's development plan covers the right points for improvement and is on track for completion.
The strategic use of resources	The unit only has control over a small amount of its funding. This is used effectively. The accommodation is used very well and flexibly to match pupils' changing needs. Staff are deployed very well and their expertise is used to very good effect.

Staff have a broad spread of relevant expertise and are very well experienced. The accommodation at the unit is continually being improved for example, the recently introduced classrooms for pupils in Years 7 to 9. The unit is very well presented and adequate for most of the pupils' needs. It is short of good physical education facilities to support the units' leisure activity programme and sufficient toilets to provide adequately for boys and girls in Years 7 to 9.

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

Only six parents responded to the questionnaire for the inspection and no one came to the parents' meeting with the Registered Inspector. From this very small sample, parents showed that they were

pleased with the progress their children make, the quality of teaching, the way the unit works with parents and how well the unit is led and managed. The inspection evidence agrees with parents' views.

## **PART B: COMMENTARY**

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

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

1. Pupils' attainment on entry to the unit is varied but for some, it is up to seven years behind that expected for their age. Because of very good teaching, pupils' achievement is rapid. By the time they leave, most pupils have gained a range of nationally recognised qualifications such as accreditation in the Certificate of Achievement in literacy and numeracy, in unit awards in science, PSHE including work experience and in extra subjects for those studying, for example, geography and history. On occasions, such as in 2001, a small number of passes at Grade C were attained in English and mathematics in the General Certificate in Secondary Education (GCSE).

2. Pupils with special educational needs make very good progress in their learning. They develop positive attitudes towards their work as a result of the very good teaching they receive. The unit is diligent in its procedures for identifying pupils with special educational needs and very good individual programmes are set to help these pupils achieve very well.

3. Pupils achieve very well in English. In 2002, out of 16 pupils who took the nationally accredited achievement tests in literacy, four achieved level 1, seven achieved level 2 and five achieved level 3. A further two pupils passed English language accreditation. Data for 2001 shows a similar spread of accreditation and success rate. Current pupils' records and work show a very wide range of attainment. Some pupils join the unit between Years 7 and 9 with poor language and literacy skills. In some cases they have lost a lot of schooling and are unwilling to learn. After a short while in the unit, they make very good progress and achieve very well. In the course of about six months, one such pupil who was initially reluctant to attend the unit, settled, became keen to learn and formed good relationships with pupils of the same age. They were at ease 'chatting' to the staff and coped well with sight vocabulary when reading and writing independently. Although their literacy skills were still at a low level and they continued to need the one-to-one support that the unit offers, very good progress was made. This is the result of very good and excellent teaching and learning.

4. Pupils in Years 10 and 11 study a range of appropriate topics in English and make very good progress whilst they are in the unit. Their work includes focusing on Shakespeare's writings, letter writing to prospective employers and research skills. Literacy skills transfer well to other subjects such as science. The pupils use ICT skills very effectively to present their work. One pupil's portfolio over a period of about ten months, showed rapid improvement in the presentation of his work, increased vocabulary and very well improved literacy skills. The areas that the pupils consider in English makes a very good contribution to their personal, social and health education. In an excellent lesson, Year 10 and 11 pupils confidently read aloud a detailed magazine article to do with the moral issue of producing cheap goods through cheap labour. The quality of discussion between the pupils and their teacher was very good. Through these chances, pupils develop the ability to give-and-take and to respect other people's points of view. Increased literacy skills benefit their learning in other subjects, like religious education (RE) where they have been studying Hinduism. This contributes effectively to the pupils' growing awareness of the cultural diversity of the United Kingdom. The very good use of ICT in literacy engenders pride in finished pieces of work and motivates the pupils to write and make very good progress in spelling. This is because of the imaginative teaching that the pupils receive. Very high standards have been maintained since the last inspection.

5. In mathematics, pupils' achievement is very good. By Year 9, pupils use rulers accurately in plotting and marking co-ordinates in work on planets in the solar system. They join in successfully with games activities designed for them to consolidate their knowledge of counting-on in twos and tens. Pupils are very clear how to add numbers to and subtract numbers from 1000 and develop a good understanding of 'squared numbers'. Pupils check their answers, extend their numeracy skills and improve their ability to solve simple problems. By Year 11, some higher attaining pupils solve more advanced problems using percentages, convert percentages into fractions and vice versa to three decimal places and know the properties of angles and shapes such as triangles. A small number of pupils are clear about the difference between the terms 'mean', 'median' and 'mode' and interpret graphs and pie charts easily. Other less advanced pupils work on understanding line graphs and the long division method of dividing a four-figure number by a single digit. In July 2002, 14 boys and girls in Year 11, achieved passes in nationally recognised achievement tests. Five passes at level 1, five passes at level 2 and four passes at level 3. This was a similar level of achievement to the results in 2001 and shows just how well pupils achieve given their attainment when they start at the unit is often well below that of others of the same age in mainstream schools. Pupils' standards have improved since the last inspection.

6. In science, pupils achieve rapidly. In one lesson in Years 7 to 9, pupils were developing a very clear understanding of the effects of temperature on the germination of seeds whilst in Years 10 and 11, pupils make very good progress in studying human life processes, part of their unit award scheme. They are well aware of the equipment they need and know how to test foods safely for the presence of nutrients, starch and simple sugars. In 2002, pupils were entered for a range of nationally moderated units. All of those entered were successful in units such as the structure and the care of teeth, animal nutrition, electricity and energy and reactions. Achievement in science has improved since the last inspection.

7. Achievement in ICT is very good and has improved since the last inspection. Pupils word process text, using the keyboard and mouse effectively. They alter the layout of their work, change typeface and size of print to create effect and save documents correctly to give easy access when returning to them. The scheme followed in Years 7 to 9 is well matched to the needs of individual pupils. In Years 10 and 11, pupils study units of work gaining accreditation towards the acquisition of a computer literacy and information technology award. Since the last inspection standards have improved exceptionally well.

8. Achievement in art and design throughout the unit is very good. Pupils develop good painting techniques. They show a good understanding of colour and composition, for example, when composing landscape pictures using watercolour techniques. In addition to this they show a keen understanding of the work of famous artists. They reflect this in their work when creating pictures and designs in the style of Matisse and Clarice Cliff. Frequently, ICT skills are used to very good effect in the pupils' work. This is good improvement in achievement since the last inspection.

9. Religious education is taught to pupils in Years 7 to 9. As it is the aim of the unit to re-introduce these pupils into mainstream schools as soon as possible, there are obvious advantages in linking the curriculum in the unit whenever possible, to that being offered in mainstream. Religious education gives such an opportunity and the unit has wisely taken it up. The pupils show a good understanding of Christianity and other world religions. Pupils achieve highly and the subject contributes very well to their positive preparation for life in a diverse society. Pupils remember facts from lesson-to-lesson such as the names of Hindu deities that would be found in a family shrine. From the study of such shrines, they were well able to create their own with very good quality Hindu artefacts. They treated these with due respect.

10. Pupils in Years 7 to 9 have a very good opportunity to learn to play the recorder and to learn some music theory. This enhances the unit's provision for the pupils' cultural development. Pupils play the recorder following a simple tune and learn about the treble clef, note value and musical symbols. The pupils fluently played tunes using a range of notes from bottom E to top B, including minims, crotchets and quavers.

11. As at the time of the last inspection, some pupils are able to take on more work than others. As well as their core work of English, mathematics, science, ICT, art and design and PSHE, they take additional accredited units in geography and history. Whilst the pupils' work was insufficient to form a judgement on their achievement, in 2002, two pupils gained unit award passes in their history work on 'The American West' and in geography related to The British Isles.

12. The pupils achieve very well in PSHE and citizenship. They are taught both as a discrete subject and as very well integrated aspects of other subjects. For example, in English with Years 10 and 11, the pupils do very well in considering racism in their work on the diaries of Anne Frank and the experiences of her Jewish family during the Second World War. Also, pupils' citizenship skills are developed through the 'key teacher' pastoral system and in what the unit offers beyond the curriculum of the classroom. The unit sees PSHE and citizenship as a way of giving pupils the knowledge, skills and understanding to lead confident, healthy and independent lives and to be active and responsible citizens. Pupils' achievement in this well exceeds expectations given their attitudes to work and levels of personal development on entry to the unit. PSHE and citizenship enables the pupils to undertake accredited courses. These include units in drugs awareness, sex education and work experience.

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

13. Pupils' generally respond very well in lessons. This means that pupils learn very well from the very good quality teaching. However, pupils' attitude to learning as a whole is more variable. Many pupils tend to be very erratic about their attendance and as a result, some pupils' interest in their work declines. The introduction of full time education from September 2002, offered between the unit and two colleges for pupils in Years 10 and 11 has also had some effect on pupils' attitudes. Some pupils lack motivation and are not yet mature enough to manage the situation. Others revel in the extended opportunities offered and as a result they achieve very well. Pupils with special educational needs have a positive attitude to their work and with very good support and encouragement are developing their self-confidence very well.

14. At the unit, pupils show great care and perseverance in their approach to work. This is very evident in art and design work. There is meticulous attention to detail in the 'horror' silhouetted by pupils in Years 7 to 9 and the paintings on reflections by Years 10 and 11. Also evident is their sensitivity in writing a letter to recommend a friend for a prize, or in applying for a job. Interesting art and design work was produced in response to ideas such as 'calming', 'tranquil' and 'mystical' at Years 10 and 11. Pupils in Years 7 to 9 were keen to show off their work whilst older pupils were happy to read aloud in front of visitors. Pupils respond well to the example set by teachers. In the termly newsletter achievement is celebrated, both that of pupils and of staff. They know that their teachers are also prepared to learn, such as in ICT, so they too see its value and aspire to accreditation.

15. The unit is organised in such a way as to support and encourage the individual. As a result, the response of pupils is to feel secure. Each has an individual working area to which it is possible to withdraw if necessary. Each knows that the work produced will be welcomed

and rewarded by being well displayed and will contribute to their Record of Achievement. The positive ethos of the unit produces a positive response. A “can do” atmosphere.

16. Behaviour is good because supervision and behaviour management is very good. This enables the pupils to learn very well. Pupils react quickly to discipline and are able to settle sensibly. For example, after playing football at lunchtime or returning from college. However, on those rare occasions when pupils are unable to exert self-control, if it is severe enough fixed term exclusions are used. This term there have been four fixed term exclusions for offences ranging from violence to smoking. In the previous year there were four fixed term and one permanent exclusion. The fact that these instances are relatively rare is one measure of the unit's success. Where it is clear the unit is unable to help alternative arrangements are sought. The building is respected and so are the resources. Pupils are aware that they have access to good quality materials and recognise that this offers opportunity. In a recorder group for example the books used are of good quality, bright and attractive.

17. Personal development and relationships are good. Pupils do show development in a sense of responsibility and personal understanding as they test themselves against different situations, in for example, work experience. About 50 percent of Years 10 and 11 pupils take advantage of this opportunity and produce reflective, mature, diaries. They rate themselves sensibly against a number of skills and include such reflective comments as, “I was glad that the children liked me and that they would ask me for help.” Even a pupil who was originally, a non-attender achieved 100 per cent attendance on work experience.

18. Parents are particularly appreciative of the development made by their children and say in their cards of thanks, for example, “I can't believe she is the same child we took out of school.” As the ratio between pupils and teachers allows for plenty of one to one contact it is possible for really good relationships to be formed, even though there is a constantly changing population. Relationships between pupils are generally good. Although from time to time, immature behaviour leads to temper outbursts and inappropriate language, there are many instances where pupils are prepared to help each other. They learn to share and are prepared to work together on a collaborative project such as the splendid millennium quilt which features the inventions that pupils considered important in the last century.

19. Bullying and other aggressive behaviour is reduced to a minimum by close supervision and clearly understood codes. Parents who completed the leaving questionnaire spoke of their relief that their child, who had been bullied in the previous school, was not bullied in the unit. Pupils recognise that each needs space and both pupils and staff allow for this. When there is poor behaviour in class those who are not involved tend to ignore it.

20. Attendance at 69 percent for the summer term of 2002 with unauthorised absence of around 22 percent is poor. However attendance in the two previous terms was 77 percent and 76 percent. Attendance was around 74 per cent overall for 2001/2002. One pupil who attended only three out of a possible 53 sessions and one pupil who did not attend at all distorted the figures for the summer. This term's records reveal a great variability, complicated by the change to full time education with half the time spent at two colleges for the pupils in Years 10 and 11. From time to time pupils either do not turn up at all or attend at the unit and not at the college or vice versa. There is no discernible pattern to this apart from one case, where the pupil has decided to reject the college element. Although attendance overall is poor when compared with that expected in mainstream schools, many pupils at the unit are not at all used to regular attendance and have records of non attendance. As such, attendance by pupils of over 75 percent represents very good achievement. Several attain good levels of attendance and receive certificates. In some instances considerable improvement is shown. For example, one pupil whose attendance at a previous school was

poor achieved 97 percent attendance at the unit. Another who had no education at all in the previous year achieved 73 percent. A third pupil who had attended mainstream school on just one day in the previous two terms reached 74 percent at the unit. This is another measure of the unit's success and one of the main reasons that these pupils achieve very well.

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

21. In nearly all lessons seen during the inspection, teaching and learning were very good or excellent. All teaching was at least good. The success of the teaching is that each pupil learns in a way that suits him or her. As a result, the negative attitudes to schooling of disaffected pupils are changed so that the pupils become very keen to learn. This is done through an excellent match of teaching to the pupils' specific personal and academic needs. For example, in science, this is achieved by a strong emphasis throughout the unit on experimentation within a well-planned practical programme of work where pupils really get involved. In one very good lesson observed with Years 7 to 9, very effective teaching strategies ensured that all pupils learned very well as they set up experiments to discover how temperature effected the germination of seeds. For pupils in Years 10 and 11, this is in an appropriately resourced practical room, which offers a useful range of facilities for the teacher to use to excite the pupils' interest. In one very good lesson, pupils showed good knowledge and understanding of how to set up experiments. They tested for the first stages of digestion, recording their results systematically. In both lessons, the need for safe practise was emphasised. Pupils' literacy skills were extended by the expectation that key words were identified, ensuring that they built a good science vocabulary.

22. Teaching and learning were slightly stronger with pupils in Years 10 and 11 than with pupils in Years 7 to 9. Partly, this is because after an initial settling in period, pupils have begun to respond more to the caring and supportive approach adopted by staff. As a result, the quality of the pupils' learning improves. This is achieved by a thorough and precise check on entry to the unit of the pupils' exact levels of attainment and the subsequent presentation of appropriately pitched work in a way that appeals to their particular interests. The teachers and learning support staff give all the pupils' expert one-to-one support so that they succeed. They do this in a way that gradually fosters independence. In a badminton lesson with two Year 8 and 9 pupils, two staff joined in to play a game of doubles. The teacher's knowledge of the skills and rules of the game and of her pupils' individual behaviour needs were very good. This meant that pupils' skills were practised and improved without frustrations taking over even when shots were missed or not hit properly. It gave every impression of family members playing happily together in a local leisure centre.

23. The quality of teaching for pupils with special educational needs is very good overall. Teachers and support assistants know all their pupils very well and have very good awareness of how to meet their individual needs. The teaching strategies used are supportive and sensitive and consequently all pupils are fully integrated into in all aspects of the unit's curriculum. All adults develop very good working relationships, which promote very good learning, and build confidence and self-esteem. A particular feature is the good use that is made of support staff. Adult support is directed towards specific pupils according to their level of need. For example, whilst pupils make very good use of the limited number of computers available, special use is made of a computer where one pupil who has great difficulty relating to others, is able to use the computer to achieve good results.

24. Classrooms have been made most conducive to learning. They are bright and cheerful with most attractive displays of the pupils' work. They are calm places that offer the pupils security. Resources are appealing, with many of the worksheets and programmes of



work designed by the teachers specifically for the pupils they teach. The curriculum that the teachers provide for their pupils is most appropriate and very effective. In religious education, as well as increasing the unit's provision for the pupils' spiritual and cultural development, the subject provides another opportunity for the pupils to be taught in small groups. This is good for their social development. It is a subject that lends itself with this age group to discussion and as a consequence the opportunity to learn how to give-and-take in the exchange of ideas and to respect other people's points of view.

25. Staff do not miss any opportunity to help to improve pupils' self-esteem and as a result, modify their behaviour. The pupils who met with inspectors were polite and prepared to discuss their work. Many were also sufficiently confident to express their views in a mature way such as the pupil who very politely explained to her college tutor that she felt insufficiently prepared to carry out the role-play expected of her. This maturity is as a result of the excellent way in which the pupils are encouraged to react to situations.

26. Teamwork is a major strength of the teaching and learning. In art and design, a very effective, creative atmosphere is established in lessons by the relaxed approach of a very knowledgeable support assistant, who leads all art and design lessons. Pupils are treated in a mature fashion and good attention is paid to encouraging choice as well as technique. This results in all pupils being encouraged and inspired to produce their best. A wide range of resources, such as books, pictures and photographs, is used to inform and encourage pupils. Conversation between adults and pupils is well focused on the artistic merits of their work. For example, in a very good lesson with pupils in Years 10 and 11, pupils produced portraits of famous personalities in the style of Julian Opie. The very good pace of lessons and the relationships between support assistants, teachers and pupils result in lessons where errant behaviour is kept to a minimum. Where situations do arise, staff deal with these quickly and appropriately and pupils return as quickly as possible to their activities. The result is that the pupils work hard and make good progress.

27. All staff subscribe to the need to create a safe secure environment where pupils may regain their sense of value and recover a zest for learning. During the inspection a class was reluctant to go home because they found the work so absorbing. Teaching is geared to the needs of the individual and is stimulating and demanding, so that a sense of success is attained.

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

28. The quality and range of learning opportunities are very good throughout the unit. The unit offers a 'full-time' curriculum. This includes individually arranged packages according to the age and need of the pupils. The content, appropriateness and amount of each subject taught are very good. With pupils in Years 7 to 9, the teachers check their progress and support them so that they may be re-integrated into mainstream schooling as soon as possible. For pupils in Years 10 and 11, the unit offers the pupils opportunities to take accredited courses. It also provides a programme of education and opportunities designed to prepare them for the transition to further education or training, the world of work and adult life. The curriculum of the unit includes English, mathematics, science, ICT, PSHE and citizenship, religious education with pupils in Years 7 to 9, creative activities and physical education. Creative activities include art-and-design and music. The teachers plan programmes of work for individual pupils and for groups with appropriate reference to the National Curriculum and other curricular guidance such as the locally agreed syllabus for religious education.

29. Since September 2002, the unit provides 25 hours a week taught time for pupils in Years 7 to 9. The change from part-time to full time education has been well managed. This includes a morning break and a lunchtime break that are regarded as taught time by the unit. Twenty-four hours per week of taught time are provided for pupils in Years 10 and 11. This includes break times, lunches and time to travel between the unit and the college where the pupils receive eight hours of tuition a week. The unit regards break-times, lunchtimes and travelling as taught time although many of these pupils already travel to the unit independently. The staff have plans set out to evaluate the usefulness of this personal development time to ensure that the most effective use is being made of what amounts to around six hours a week.

30. The unit has most effective strategies for teaching literacy and numeracy skills. The pupils' levels of attainment on entry to the unit are carefully checked and work matched to the pupils' personal and academic needs and to their interests. This helps the unit to make very good provision for pupils with special educational needs. All the pupils have access to the full range of the unit's curriculum. The recommendations of the Code of Practice for pupils with special educational needs are fully implemented. Teachers make very good use of pupils' work programmes and targets when planning work for individuals. Equality of access and opportunity are very good. The unit goes to great lengths to ensure that its pupils have similar opportunities to pupils in mainstream schooling. They have the opportunity to take accredited courses, receive careers guidance and take part in 'Fast Forward', a local scheme that gives them experience of colleges of further education.

31. Although the unit does not set out to provide extra-curricular activities, the curriculum that it offers its pupils is enriched by community links and visitors to the unit who contribute very well to the teaching. It also encourages its pupils to become involved in extra-curricular activities available in the community. Last summer, for instance, two pupils took part in 'The Children's University' which was an LEA initiative financed by the 'Children's Fund'.

32. Provision for personal, social and health education and citizenship is very good. This includes attention to drugs misuse. Health education, including sex education, is tailored to meet the needs of the pupils and is a good example of the appropriate cross-curricular links that the unit makes between subjects. Sex education, for example, is delivered through science, personal and social education and with the assistance of the school nurse. In this way the community makes a very good contribution to the pupils' learning. The syllabus includes themes to do with personal development, health and safety, developing relationships and developing as a citizen. The content of these themes builds across the unit for those pupils staying until Year 11. Sex education is provided for both boys and girls and the unit has appropriate regard for local policies on this and related matters such as child protection. The unit makes very good use of experts in its delivery of PSHE and Citizenship such as the careers adviser and school and community psychiatric nurses.

33. The contribution of the community to the pupils' learning is very good and the unit has effective relationships with partner institutions such as schools with which the pupils at the unit are dual-registered. Contributions to the pupils' learning are made by the careers adviser, the school nurse, local police officers, and the drugs adviser for North Tyneside, amongst others. To foster links with the community, the unit holds open days. It is involved with colleges of further education and the pupils' work experience placements. As well as contributing to the pupils' understanding of the world of work, success during work experience frequently raises their self-esteem. The pupils visit museums and other places of educational and cultural interest, involving themselves in community projects. The school involves its pupils in events with other schools such as a carol service. This is very effective in including them in the overall educational life of the area.

34. The unit provides very good opportunities for spiritual, moral, social and cultural development. There is a clear policy, which stresses that “the self esteem of staff and pupils is paramount” and that education is making sense of the world and our place in it. This philosophy is reflected in the way the unit is organised and run. Efforts are made to harness outside agencies to ensure that stumbling blocks are removed so that pupils are given a chance to realise their full potential.

35. Provision for spiritual development is very good. Through religious education pupils learn about the different religions of the world. They have the opportunity, for example, to appreciate the meaning of a shrine and to explore the concept of deities. A project on Remembrance Day empathises with the pain and horror of the First World War and life in the trenches. Similarly in the study of Dracula, they were able to consider the emotions involved in the story. Creativity is aroused in art and design where pupils use a variety of art forms and styles. They are encouraged to relate to different artists and to produce work of a similar type. The full potential for music to help pupils find a means for discipline and self expression is not fully exploited as yet but pupils do gain creative insights through their playing of the recorder. Although pupils do not stay for a long period in the unit, by the time they leave, many have reached a degree of self-understanding and a sense of purpose. On leaving one pupil wrote the following verse which was published in the unit's newsletter:

“I'll work hard and study and read  
Because college is just the thing I need  
To set me on the road to a new life  
And put behind me trouble and strife.”

36. Provision for moral development is very good. The unit works within a very clear framework. There are simple rules, which pupils sign up to. Action is quick and effective if discipline is breached so all know where they stand. As the 'key teacher' knows the pupil well and keeps a daily record, it is possible for a good relationship to be built up which enables problems to be discussed and resolved. The wider aspect of legal rules and obligations is made clear by personal, social and health education and by the use of posters and pamphlets such as the illegality of carrying knives and the legal aspects of the employment of young people. In the unit's library, books are available on crime and punishment and on sex and relationships and abortion. In the social area pamphlets are available dealing with matters such as sexual health for young men. Staff provide good opportunities to help pupils to understand the short and long-term consequences of actions.

37. Provision for social education is very good. Pupils are given the chance to participate in local initiatives, such as the area wide consultation of young people's views on ways in which the locality could be improved. As a result, one pupil was invited to lunch with the mayor and allowed to try on the 'regalia'. Work experience for pupils in Years 10 and 11 is very well planned and helps them to appreciate working conditions and the social structures within the work place. Comments from employers show that pupils respond well. Within the unit pupils are encourage to share, co-operate and take turns. In mathematics, pupils in Years 7 to 9 work well together to check one another's work and to provide help as needed. In science they learn the importance of taking turns and comply sensibly. A badminton lesson demonstrated the fun of sharing in a 'family' group. In personal social and health education pupils are helped to discuss family-loss through separation and divorce. Thus pupils are helped to formulate their own social understanding and values.

38. Provision for cultural development is very good. A range of opportunities is offered to enable pupils to understand how cultures function. A variety of festivals are studied. As a result of being introduced to the art forms of the American Indians and the Japanese, creativity blossomed and very effective art was produced. Texts like “When we are married”

enable them to look at the way our own culture has changed and developed. A great deal of effort and support was given by staff to enable participation in a local project with an artist to recreate a Roman mural. An experience which was ultimately very fulfilling for all concerned and which gave a feeling of satisfaction that persistence pays. There is as yet, the lack of opportunity to explore the cultural impact of music.

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

39. Overall, the unit has good arrangements in place to ensure the welfare, health and safety of pupils. Pupils are given access to good training in health and safety both in personal, social and health education at the unit and at college where they focus particularly on health and safety in the workplace. Outside agencies such as the unit's nurse attend to supplement this with a young lifesavers course and help with sex education. An area police woman assists with drugs education. There has also been a course directed by the mental health team to look at the problems of mental health for young people, which pupils found helpful.

40. Two trained members of staff who have up to date first aid qualifications deal with accidents, which are rare. A draft medication policy is in place, which has sensible provisions for working with parents to see that pupils who need regular doses of medicine, receive it. There are proper arrangements for storing the medicine and recording its administration. Child protection procedures are very good. The headteacher has received full training and all staff have received basic training apart from two new members who are waiting for the authority's next training session.

41. Procedures to monitor personal development and behaviour are very good. Pupils are well known to all staff and in particular to the 'key teacher' who keeps a running record of progress and is responsible for all reporting, including that required for external assessment. There are detailed pupil profiles commenting on social skills, behaviour and motivation as well as attendance. As the key teacher only has a small number of pupils to care for, it is possible for constant feedback to each pupil individually. Individual education plans concentrate on the development of independence and self esteem; particularly the ability to use public transport.

42. Pupils' attendance is well monitored and supported. As there is an educational welfare officer on site, who is well known to staff and pupils, it is possible for pupils' attendance to be regularly monitored and for there to be constant contact with parents. Help is given with transport if necessary and great efforts are made to make it clear that absence can only be authorised by the unit. Nevertheless some parents find it hard to accept this and insist on keeping their children away to go on shopping trips or provide little backup for regular attendance. Since the introduction of full time education, which in Years 10 and 11 is linked with time spent at college, it is more difficult to keep a constant check on the position. The system has been revised to enable a daily view to be maintained and registers show attendance clearly on a weekly basis at both institutions. Only in one instance is there a definite pattern of absence. One pupil has rejected going to college. Attendance is a key area for review in the overall evaluation of the new arrangements.

43. Two issues of health and safety were raised during the inspection. Boys and girls in Years 7 to 9 did not have access to separate toilet facilities. Their toilets had a shared entrance and did not offer enough privacy in spite of every effort made by good staff supervision to minimise the problem. This has been rectified. Also despite some good working practices such as the clear marking of fire exits and the provision of proper storage for dangerous materials used in science and cleaning, the unit has not got in place

procedures to ensure that fire extinguishers and portable electrical equipment are inspected at regular intervals.

44. Arrangements for checking the progress that pupils make are very good. For many pupils, information about their prior attainment is limited. The unit has recognised the importance of establishing exactly what pupils can already do and there are careful checks of reading, writing, numeracy, ICT and behaviour and social skills. Record keeping procedures in all areas of the curriculum are very good, allowing targets to be set, closely matched to individual needs. These are produced in the form of individual education plans for every pupil in the unit. The quality of these plans and checks enable teachers to write very high quality pupil profiles, which provide mainstream schools with detailed information prior to reintegration. For those pupils who stay until Year 11, these records, along with pupils' own checks on how they are doing are brought together to produce a very full record of achievement, which pupils take with them when they leave the unit.

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

45. Most parents value the work the unit does and are grateful for it. They consider the unit to be good. They send bright cards of appreciation and fill in questionnaires as their children leave. These help the unit to evaluate its success on an individual basis. Warm messages included those such as "thank you so much for looking after my son"; "thank you for your help. My daughter is now enjoying lessons and looking forward to going back to school". There is trust between many parents and the unit, which is clear by the contacts made by phone with the 'key teachers' and the headteacher. The effectiveness of links with parents relies heavily on the staff being active in encouraging close working relationships. Some parents have a less positive view and are less likely to co-operate over matters of pupils' discipline and attendance. However, attendance is good at events such as the coffee morning and the open day, when records of achievement are presented.

46. Very good quality information about the unit is given to parents. On beginning at the unit they visit with their child and receive a pack of well presented information, which addresses their fears and worries directly. It is made clear that the placement is regarded as short term and that the curriculum is devised to help re-integration. Newsletters give a termly account of what is being done in the unit and the activities in which the pupils have been involved. They are bright and cheerful and convey the desire for everyone to be included in the education of their children. A copy is included in the brochure to give a flavour of what to expect.

47. Parents of pupils with special educational needs are kept fully informed and involved in the progress their children make. They are invited to discuss their child's individual education plans regularly. However, not all parents respond to these invitations. Those who do are very supportive of their children. Individual education plans give a very detailed account of the work to be done and with an emphasis on improved attendance where appropriate. For pupils in Years 7 to 9, parents are kept informed on a daily basis by a home-unit diary, which reports positive points as well as areas of concern. The diaries also offer parents an easy way of communicating with the teacher to explain difficulties on a daily basis. Misunderstandings are quickly resolved. An annual report is sent to parents on pupils' progress. It describes in some detail the curriculum covered but subjects vary in the degree to which they highlight pupils' progress and exactly what should be done to improve. The reports carry helpful information on pupils' levels of concentration, co-operation and attendance.

48. The unit makes plain its gratitude to parents who do lend their support. There are those who see that homework is completed regularly so their child may be encouraged to develop good habits of work and perhaps gain a merit. There are those who help with the learning of spellings and who ring up to check that their child has arrived at the unit. In all these ways parents can smooth the path of education. The unit's newsletters carry the message that "we appreciate your support always".

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

49. The leadership and management of the headteacher and her deputy are very good. They work very effectively as a team. The headteacher's drive to continually develop the unit has moved it on a long way since the last inspection in a number of important areas. For example

- Pupils' standards are higher as a result of the improved effectiveness of teaching. This is particularly obvious in ICT.
- Opportunity for pupils to achieve accreditation, including where appropriate at GCSE level, has increased;
- Much improved opportunities for pupils to develop socially, to understand their own culture more and that of others in the diverse society in which they are growing up.
- The unit has recently moved from part time education for pupils to full time. This has been managed well. Part of the provision for this for pupils in Years 10 and 11 is at two local colleges of further education. The first six-weekly review of this is about to happen. Pupils' low level of attendance is an issue to be addressed.

50. The strength of team spirit pervades the unit. Staff who are responsible for areas such as English, mathematics and science have ensured that these areas have remained strengths of the unit's work. Planned improvement in the accommodation and resources, such as in science and ICT has led to improvement in teaching and as a result, pupils' learning. In ICT, extensive training for all staff has helped this. Throughout the time since the last inspection, staff have ensured that academic improvement has gone 'hand in hand' with the unit's overriding aim to put children and their families first. Staff share the commitment to

- Provide pupils with a fresh start and concentrate on their future, not their past
- Offer flexible teaching and learning opportunities to match pupils' individual needs
- Build pupils' skills particularly in literacy and numeracy, which will help to improve their self-esteem and as a result, modify their behaviour.

This happens within a caring and supportive environment. The unit is very successful at improving pupils' 'can do' approach to work and life and has the capacity to develop even more.

51. The head teacher is the special needs co-ordinator and has responsibility for managing the pupils with special educational needs. She is very well informed and resourceful in her approach to the role, and draws well on national and local initiatives for the benefit of the pupils. Liaison between all adults, both within the unit and from outside agencies, is very good. A particular strength of this unit is the support assistants who make a strong contribution to the provision with their expertise in both daily planning and recording of the pupils' progress.

52. The head teacher has the support of an effective management committee. A major strength of the committee is that it is made up of a range of LEA employees who know the unit very well from their direct contact with it through their own professional roles. This places the committee in a strong position to evaluate how well things are going. It carries out its expected responsibilities well. The committee expects and receives a range of data about the unit. It receives reports and agrees policies such as the new PSHE policy, which is about to be presented for ratification. The head teacher reports to the management committee on progress in the implementation of the unit's development plan. Also, at the end of each financial year, committee members are clear that specific grant funding and any other direct income controlled by the unit have been spent appropriately. Unfortunately, the appointment of committee members such as parents, business representatives or local head teachers, who would offer a broader perspective and a more independent evaluation to its work, has proved difficult.

53. There is a very good match of staff to the demands of the curriculum and pupils' needs. There is a good number of staff and they are well qualified and experienced in teaching pupils with special educational needs. There are sufficient rooms to teach the curriculum. The building is well kept with excellent displays of pupils' work. There is a separate science and food technology room and the large classroom areas for pupils in Years 10 and 11 are being refurbished innovatively to act as teaching areas, as a leisure area for pupils during breaks and lunch times and for their careers work. Two new spacious classrooms for pupils in Years 7 to 9 were introduced in September 2002.

54. The unit has built up for itself a good range of data, which it has available to analyse and improve areas such as pupils' achievement, attendance and teaching and learning. Because of the small size of the unit and little staff turnover, experienced staff come to know pupils very well and much discussion takes place informally between staff. This works well. The way in which the head and deputy headteacher find out how well teachers' planning is put to use in the classrooms also follows the same pattern. Whilst the approach is short of a written record of how things are going, the effective introduction of performance management has added the more formal element to the overall approaches used.

55. Where the principles of best value can be applied, this is done well. Staff stand back and ask themselves just how well things are going and what else needs to be done. The management committee is included in this via the headteacher's reports to them and other agenda items for their meetings. Also, the unit sets out to find out how parents and the pupils feel about what is being offered to them. The wealth of positive comments from many parents, particularly as thanks when their children move on to other schools, colleges, training or jobs points to the unit offering much that is appreciated. Staff set out to ensure that with their own budget spending, costs are the most appropriate that can be found. However, knowing overall if the unit is offering the best it can within its total budget is difficult to work out. Whilst staffing, resources and administrative costs are known, the running costs of the building are not. In the financial year 2002/2003, taking into account the costs that are known including the college courses, which are contributing to the pupils' full time education, income per pupil is around £10,000 based on 32 pupils on roll. This is within a broad average. Staff offer very good teaching and learning opportunities that are taken up by many of the pupils. These pupils achieve very well. The unit is very effective in what it offers and what is achieved although improvement in the low attendance of Years 10 and 11 pupils on their college courses is to be reviewed. Taking into account the effectiveness of the unit, some pupils' low attendance levels and the uncertainty of the unit's total budget, the unit provides good value for money.

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

In order to extend its effectiveness and care of the pupils, the unit should

- (1) Ensure through the monitoring and evaluation of the introduction of full time education, which includes the provision at the colleges,
  - that steps are taken to improve the attendance of pupils in Years 10 and 11;  
(Paragraphs 20, 42, 49 and 55)
  - that the effectiveness of using Year 10 and 11 pupils' lunch time and travelling time to and from the colleges as taught time, is fully assessed and justified.  
(Paragraph 29)
  
- (2) Ensure procedures are put in place to carry out safety checks on fire extinguishers and portable electrical equipment at regular intervals. (Paragraph 43)



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	16*
Number of discussions with staff, governors, other adults and pupils	22

\* Three lessons were of very short duration. Whilst used to judge pupils' attitudes and behaviour, these lessons did not contribute to the judgements on teaching and learning.

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	6	2	0	0	0	0
Percentage	38	46	16	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

<b>Pupils on the unit's roll</b>	No of pupils
Number of pupils on the unit's roll	22

<b>Special educational needs</b>	No of pupils
Number of pupils with statements of special educational needs	5
Number of pupils on the unit's special educational needs register	11

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0

### Attendance

#### Authorised absence

	%
Unit data	8.9

#### Unauthorised absence

	%
Unit data	22.3

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

## ***Attainment at the end of Key Stage 4 (Year 11)***

### AQA achievement tests

Numeracy	5 pupils at level 1; 5 pupils at level 2; 4 pupils at level 3
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Literacy	4 pupils at level 1; 7 pupils at level 2; 5 pupils at level 3
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### OCR

Examination in initial text processing	8 pupils passed with distinction
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English Language	2 pupils with pass grades
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Computer Literacy and IT	5 passes on word-processing 4 passes on database work 1 pass on spreadsheet work
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### AQA Unit Awards

Sex education	4 passes
Structure and care of teeth	10 passes
Animal nutrition	11 passes
Electricity	9 passes
Energy and reactions	6 passes
Drug Awareness	7 passes
Word processing	2 passes
The American West	2 passes
Work Experience	4 passes
The British Isles	2 passes
Young Life Saver Award	14 passes

### **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	17	3	1
White – Irish	1	1	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**

### **Financial information**

#### **Qualified teachers and classes: Y7 – Y11**

Total number of qualified teachers (FTE)	5
Number of pupils per qualified teacher	3.6

FTE means full-time equivalent.

#### **Education support staff: Y7 – Y11**

Total number of education support staff	3
Total aggregate hours worked per week	97.5

Financial year	2001/2002
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	£
Total income	218281*
Total expenditure	228291*
Expenditure per pupil	7134
Balance brought forward from previous year	N/A
Balance carried forward to next year	N/A

\* These figures do not include accommodation costs because the unit does not know them.

### **Recruitment of teachers**

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

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

Only six parents responded to the questionnaire for the inspection and no one came to the parents' meeting with the Registered Inspector. From this very small sample, parents showed that they were pleased with the progress their children make, the quality of teaching, the way the unit works with parents and how well the unit is led and managed. The inspection evidence agrees with parents' views.