

INSPECTION REPORT

THE LINDEN EDUCATION CENTRE

Hampshire

Unique reference number: 115836

Head of Centre: Elizabeth Beckwith

Reporting inspector: Tim Warin
21940

Dates of inspection: 2 – 5 December 2002

Inspection number: 252313

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

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INFORMATION ABOUT THE CENTRE

Type of school:	Pupil Referral Centre
School category:	Pupil Referral Centre/Education Centre
Age range of pupils:	5 - 16
Gender of pupils:	Mixed
Centre address:	Linden Education Centre Queen's Road Farnborough Hampshire
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Appropriate authority:	The Local Education Authority
Name of responsible officer	John H Cawthra
Date of previous inspection:	New centre from September 2002. Amalgamation of 2 PRUs as well as Tuition Centres and support services. Previous inspections – Chawton Park PRU: Nov 1 – 4 1999, South Farnborough PRU: HMI report 22 – 23 January 2001 – removal from special measures.

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21940	Tim Warin	Registered inspector	Science	<p>What sort of school is it?</p> <p>The school's results and achievements</p> <p>How well are the pupils taught?</p> <p>How well is the school led and managed?</p> <p>What should the school do to improve further?</p>
			Art and design	
			Religious education	
11094	Ian Blair	Lay inspector	Educational inclusion	<p>Pupils' attitudes, values and personal development</p> <p>How well does the school care for its pupils?</p> <p>How well does the school work in partnership with parents?</p>
18368	David Edmondson	Team inspector	Mathematics	
			Information and communication technology	
			Design technology	
11720	Philip Winch	Team inspector	English as an additional language	
			English	
			Modern foreign languages	
7465	Richard Brent	Team inspector	Special educational needs	How good are the curricular and other opportunities offered to the pupils?
			Geography	
			History	
			Physical education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE CENTRE

The Linden Centre is at a very early stage in its formation. Its establishment comes from a major reorganisation of the Education Other Than At School (EOTAS) provision in Hampshire to create 'Education Centres' with a clear focus on reintegration rather than disparate, individual Pupil Referral Units (PRUs). The recently appointed centre manager has a wide ranging strategic role in bringing together the different components of the new centre which is planned to be fully assembled and operational from September 2003. The inspection is focused on those parts of the new Linden Centre which currently provide direct education to pupils. These are Chawton Park PRU, South Farnborough PRU and the Hospital Teaching Provision at Frimley Park Hospital which the centre specified as an additional area for inspection. At the time of inspection these PRUs are, as planned, each operating as independent centres with their own teacher in charge and internal arrangements.

Fifty-four pupils are currently being educated at the centre. There are 29 secondary-aged pupils at South Farnborough PRU (mainly excluded – seven are dual registered with mainstream schools) and three primary-aged pupils ('at risk of exclusion' or being assessed). There are 15 secondary-aged pupils at Chawton Park PRU (emotionally vulnerable – all dual registered) with a further seven in the 'tuition group' (mainly excluded). There are currently more boys than girls at South Farnborough (17 per cent of pupils are girls) with the opposite at Chawton Park (31 per cent of pupils are boys). Currently almost all pupils are White-British. Two pupils have English as an additional language but both speak fluent English and do not require special provision. Ten pupils have statements of special educational need – mainly for emotional and behavioural/moderate learning difficulties. Ten pupils are at the School Action Plus stage and seven at the School Action stage. There is a significant range of ability with a small proportion of pupils at Chawton demonstrating ability that is well above average. However, for nearly all pupils the long periods that many have spent out of school and the disrupted nature of their previous education means that attainment on entry is often low.

HOW GOOD THE CENTRE IS

Chawton Park PRU and South Farnborough PRU are both well run, effective centres. On both sites pupils benefit from good teaching and make good progress. There is an acting Teacher in Charge for each PRU. Both provide strong leadership and support for their staff and pupils. At South Farnborough the focus this term has had to be on managing site moves and providing curriculum stability, with insufficient time to monitor and evaluate the quality of provision. On both sites a strong supportive staff team demonstrate their determination that pupils can and will succeed. The centre manager provides effective, purposeful leadership in a time of significant change with the establishment of the new Linden Centre. The centre is well funded and well staffed to meet its wider role of reintegration. However, with staff roles and responsibilities, as well as team formation, still at a very early stage of development, the centre currently offers satisfactory value for money.

What the centre does well

- The high quality of teaching ensures pupils are making good progress and, where appropriate, gain external and valued accreditation for their achievements.
- There is a wide ranging curriculum which promotes pupils' personal development and their progression from the centre.
- There is a successful pattern of reintegration based on very good arrangements, high quality support, and good constructive relationships with mainstream schools.
- Parents and carers are very appreciative of the work the centre does and the progress made by their children.
- Committed, dedicated staff ensure that high quality education is being maintained in a time of major change. Special Needs Assistants (SNAs) have a valued and essential role in the staff team.
- Effective, purposeful leadership and management by the centre manager and teachers in charge on both sites ensure that staff and pupils are well supported through a period of uncertainty.

What could be improved

- Teachers' practice across the two sites, including the quality of their teaching, is not monitored or co-ordinated fully enough.
- The building programme for the new Linden Centre needs to be monitored closely to ensure that it meets pupils' needs.
- Communication with staff, parents and pupils about the development of the new centre is not detailed enough to meet their concerns.
- Pupils' individual education plans (IEPs) are not used consistently to plan learning activities or record pupils' progress.
- There are no formal systems for performance management and staff development.

HOW THE CENTRE HAS IMPROVED SINCE THE LAST INSPECTION

Chawton Park PRU was last inspected in November 1999. Pupil numbers and ages were similar to the current pupil profile although the current tuition group for excluded pupils is a subsequent addition. The HMI inspection, which took South Farnborough out of special measures, was in January 2001. Nineteen pupils were on roll, all part time and Key Stage 4. The pupil population is significantly different now with the Key Stage 3 population continuing to grow as well as the new primary provision. Both centres have made steady progress on the issues identified in the previous inspections. Chawton has succeeded in developing specialist facilities for science, art and food technology despite very limited space, as well as addressing specific health and safety issues in the food technology classroom. It has also further improved provision for pupils' personal development through a range of initiatives. Improving reintegration was an issue on both sites. The current figures for reintegration are good, particularly at Farnborough where two thirds of pupils are reintegrated into mainstream schools. The figures for Chawton are a major improvement on the last inspection but still illustrate the challenge of reintegrating emotionally vulnerable pupils. In addition to reintegration, Farnborough has made progress on issues identified in the previous inspection: for example, the appointment of a specialist Special Educational Needs Co-ordinator (SENCO). In other areas, progress has been limited, often due to external circumstances beyond the centre's control. The building has clearly taken a lot longer than anticipated in January 2001. Similarly, the centre has yet to fully establish the post of 'teaching team leader' with its key focus on improving teaching and learning. Both PRUs have worked successfully to maintain the high quality teaching and learning evident at the previous inspections. Standards are at similar levels overall to those at the previous inspections, although they have risen in English and mathematics at Farnborough.

STANDARDS

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

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

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

The primary department has only very recently opened and during the inspection only one pupil was present who had only just been admitted. His achievements were good in the English and mathematics lessons observed. They were satisfactory in design technology, religious education and history.

Progress overall is good in English. In Years 7 to 9 it is satisfactory, although many pupils have been at the centre only a very short time and are still settling in. In Years 10 and 11 progress is good – pupils are reading with a clear eye to detail and are appreciating written text. Progress is good in mathematics as a result of well structured work which is planned to meet individual needs. In science, pupils are making very good progress overall. By Year 9 it is good and by Year 11 it is very good. Pupils are making very good progress in food technology and information and communications technology. They are making good progress in art, religious education, geography, history, modern foreign languages (French) and personal, health and social education (PHSE). They are making satisfactory progress in physical education.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the centre	Good overall. The majority of pupils like being in school and are eager to come to school in the morning. However, some recently admitted pupils at Farnborough have yet to establish a positive attitude to learning.
Behaviour, in and out of classrooms	Overall behaviour is satisfactory. Established pupils, show very positive behaviour in a supportive and secure environment. With some recently admitted pupils, behaviour is more erratic and routines have yet to be established.
Personal development and relationships	Good. The centre works very hard on both sites to provide a range of opportunities where pupils can develop skills, confidence and self-esteem. For the great majority relationships are good. Effective relationships between staff and pupils help pupils to feel at ease and develop confidence.

Attendance	Overall, the level of attendance is low compared to mainstream norms. A small minority of pupils, are unable to attend school regularly. However, for the great majority of pupils there are marked and often dramatic improvements in attendance.
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The need for pupils to develop confidence and improve their attitudes to school, work, behaviour and relationships is a key reason for referral to the centre. The centre is clearly successful in addressing these needs and the positive attitudes and personal development of established pupils shows the progress being made.

TEACHING AND LEARNING

Teaching of pupils:	
Quality of teaching	Good

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

Teaching is good overall with high quality teaching in all age groups and across both sites. There is a significant proportion of very good or excellent teaching on both sites with teachers showing the same level of planning, commitment, dedication and skills in working so effectively with very different client groups who still share the same vulnerability and needs. Special Needs Assistants (SNAs) make a very significant contribution to the high quality of teaching and learning. One unsatisfactory lesson was observed where there was no planning or thought about what pupils should achieve in activities. This led to unsatisfactory learning. Teaching is good overall in English and mathematics. It is very good in science. There is good teaching of the basic skills of literacy and numeracy. Unsatisfactory learning is associated mainly with the difficult and disruptive behaviour of a minority of very recently arrived pupils at Farnborough where effective learning behaviours, engagement in lessons and routines have not yet been established.

OTHER ASPECTS OF THE CENTRE

Aspect	Comment
The quality and range of the curriculum	Good overall. The quality and range of learning opportunities are good on both sites although the quality of teachers' planning varies. The centre makes good use of a range of opportunities beyond the classroom to provide a flexible curriculum. Learning opportunities are planned through Individual Education Plan (IEPs). However, good practice in IEPs needs to be used consistently across both sites.
Provision for pupils with special educational needs	Good. Experienced, established staff understand the special needs of pupils on each site. SENCO is building up a comprehensive picture of pupils' needs and attainment on entry. The SEN list which is being compiled provides a systematic overview of pupils' needs.
English as an additional language	There are currently two pupils for whom English is an additional language, but both are fluent in it.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Provision for pupils' personal, spiritual, moral, social and cultural development is good as a result of both a planned programme and the teachers' ability to make use of spontaneous opportunities as they arise.

How well the centre cares for its pupils	Good. The centre provides a safe and secure environment for pupils in which they can feel at ease in a non-threatening atmosphere and make progress. There are very good arrangements for the reintegration of pupils into mainstream education.
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Parents and carers are very appreciative of the work of the centre and the progress their children make. They are delighted that their children's problems have been identified and are being addressed. They are provided with high quality information and communication is very good. They are closely involved in the induction procedures when their children join the centre and in the reintegration process when their children are ready to move back into mainstream education, or college or employment.

HOW WELL THE CENTRE IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head of centre and other key staff	Good. The head of centre provides strong and purposeful leadership and management in a time of major change. Currently teachers in charge, effectively lead and manage the PRUs on both sites supporting both staff and pupils.
How well do the local education authority and partner institutions fulfil their responsibilities	There are still major decisions at LEA level about the future shape of provision. Key areas involve the final staffing structure for the new centre allocating the full range of roles and responsibilities together with the future of provision for emotionally vulnerable pupils. Current systems for shaping the future provision of the Linden Centre are unsatisfactory.
The centre's evaluation of its performance	No formal, agreed procedures are currently in place for monitoring or performance management. The central role of the 'teaching team leader' with its key focus on monitoring quality has not yet been developed.
The strategic use of resources	The use of resources is carefully linked to educational priorities. The centre effectively uses best value principles in its use of resources and services. However, many of the overall components of the new centre budget, including staffing, still need to be brought together, with the centre planned to take increasing control in the future.

The centre is well staffed with a good range of specialist subject expertise, except in mathematics. In consequence, pupils' individual needs can, in the main, be addressed effectively. There is good range of up-to-date resources. The new accommodation at Farnborough provides good facilities for subject specialists but lacks withdrawal space and needs to be kept under review as the number on roll expands.

PARENTS' AND CARERS' VIEWS OF THE CENTRE

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The 'fresh start' of the centre creates optimism and belief in their children's future education. • The centre's understanding of their children's needs and the progress they are making in personal development at school and at home. • Their children's re-engagement with education and the opportunities the centre provides to find direction and purpose for their work. • Regular communication and contact with the centre so that they feel fully supported. 	<ul style="list-style-type: none"> • The attitudes of mainstream schools in being prepared to reintegrate and support their children. • The amount of homework to prepare children for reintegration. • Much better communication with EOTAS (LEA) about the changes to the provision for emotionally vulnerable pupils at Alton.

The inspection team agrees with the parents' views. Parents are very positive about the work of the centre. This reflects the team's view that this is a good centre which, on both sites, cares and supports its pupils well. The team agrees with the need for homework which supports reintegration. Parents' major concerns about the future of the provision for emotionally vulnerable pupils at Alton are addressed in this report.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The centre's results and pupils' achievements

1. As the centre caters for pupils who have not been able to benefit from mainstream education it is inappropriate to make comparisons with national averages or standards. Many of the pupils have had regular absences from school in the past and some have moved from school to school. This has meant that, whatever their ability, pupils have not achieved their true potential before being referred. There is a range of ability in the centre, including a small minority of emotionally vulnerable pupils at Chawton who have the ability to achieve well above national averages. However, the majority of pupils begin at the centre with low levels of attainment. This section reports on pupils' progress and achievements in lessons.
2. Pupils make good progress overall in relation to their prior attainment. The majority enter the centre with a low baseline of attainment although some are achieving standards close to national averages. This is recognised by the range of GCSE results the pupils gain in both units, and the recent DfES achievement awards, given for 'high performance' to Chawton and for 'improvement' to Farnborough. In Years 7 to 9 progress overall is satisfactory. While some pupils are making good progress, others, particularly those recently admitted to the centre, have yet to establish work routines and good learning habits. In Years 10 and 11 achievement and progress are better. Relationships are more secure and pupils are clear about what they want to achieve – there are very good examples of independent, well motivated work and learning. The majority of pupils have very good attendance and make good progress. Progress is more limited for the small number of pupils whose attendance at the unit is sporadic. There is no discernible difference in the progress made by boys and girls. There are only two pupils with English as an additional language. Both are fluent speakers of English and do not require special provision.
3. Achievement in English is good overall. The primary section has only recently opened, so it is not possible to judge achievement over more than a few weeks. However, in lessons seen, the one pupil achieved well, improving his reading skills and developing clear, joined-up handwriting. By the age of 14 achievement is satisfactory. Nearly all pupils aged 11 to 14 have been at the centre only a short time and are still settling in. They learn to read with greater understanding and write with fewer errors of spelling and expression. For example, in a Year 9 lesson, pupils looked at the different ways nouns are made plural. By the age of 16 achievement is good. Pupils learn to read with a closer eye to detail and to appreciate an author's choice of words. For example, in a Year 10 lesson, the teacher encouraged pupils to examine closely the language in Burgess's novel *Junk*. As a result, pupils understood the force of slang expressions and how they reflected the character of Lily. Pupils practise a wide range of writing skills in letters, persuasive pieces, poetry, narrative and discursive topics such as foxhunting. They write sensitively about Tar's reasons for leaving home, in *Junk*, and about where the responsibility lies for Eva Smith's death, in *An Inspector Calls*. The few higher-attaining pupils write fluently and accurately, while others find difficulty with spelling, punctuation and precise expression. Speaking is a weakness with many pupils of all ages. They do not work easily in pairs or small groups and need much support from the teacher to develop their ideas beyond a very brief answer. A lack of confidence in their abilities hinders oral communication. However, with skilful planning, teachers are working hard to rectify this.

4. In mathematics progress is good overall. In the primary section the one pupil observed had only just been admitted and therefore it was not possible to judge progress over time. However, in lessons he is making good progress. He shows a good grasp of mathematical language and can use doubling methods to work out the four and eight times tables. He understands and can explain this method. He is also able to identify simple fractions and shade in the appropriate number of squares on a grid. At times he used several ploys to avoid engaging in work but determined teaching and well thought out activities ensure progress is maintained. By the age of 14 pupils can identify the properties of angles where lines intersect at a point. Using a variety of techniques they understand that angles on a straight line add up to 180° and can use this to calculate angles. They show a good grasp of mathematical vocabulary, for example vertically opposite angles and diagonals. They show a reasonable level of skills needed to do quick mental calculations, for example $9,000 \div 10$. In Years 10 and 11 pupils demonstrate that they can simplify fractions by using the highest common denominator. They understand that percentage was a special type of fraction and can convert fractions to percentages and back again. Pupils become more interested when they use 'real' examples – for example if they had won £100 and spent 25% how much money would be left?, etc. The majority of pupils come to the centre with attainment below national averages. However, for a small number of emotionally vulnerable pupils attainment can be well above national averages. One particularly talented pupil is expected to take GCSEs a year ahead of schedule and is forecast to do very well. Overall, across both PRUs 11 pupils gained GCSE passes in mathematics with two gaining 'B' grades. The majority of pupils prefer the practical aspects of mathematics and, in this situation, can be attentive, responsive and supportive to one another.
5. Progress in science is very good overall. It is good in Years 7 to 9 and very good in Years 10 and 11. Pupils make very good progress because of lively specialist teaching which ensures they are interested and want to be involved. Learning opportunities are meticulously broken down into achievable steps, which provide pupils with key knowledge and understanding while ensuring they are active and participating learners. Practical activities are well thought out to create interest, enjoyment and participation in predicting outcomes. Analysis of previous work shows very good progress in Years 10 and 11 across a wide range of topics. Restricted time in Years 10 and 11 for GCSE preparation clearly results in very focused well-planned lessons in which pupils successfully learn key knowledge and facts. In Years 7 to 9 pupils show a range of skills in planning investigations including predictions, organisation and independence skills. They learn how to separate mixtures. In one lesson seen, pupils sorted out how to separate a mixture of iron and pebbles. In another lesson, pupils separated the components of different dyes using chromatography. They use appropriate language to explain what they are doing, e.g. solvent, soluble. They also understand how their investigation could be improved next time, for example by labelling the different dyes! In Years 10 and 11 pupils carry out an investigation to show how components resist a current flowing through them. They use different lengths of nichrome wire and measure the current flowing through it. They use predictions and work out how to vary the length of the wire. In an investigation on senses, pupils investigate sensitivity to touch. They understand why the experiment needs to be repeated a number of times to get accurate results. Very good use of resources reinforces learning on neurons and how messages are relayed from the brain to the spinal cord. In a lesson on metals and reactivity, pupils learned about the factors which promote and prevent rusting. They predicted how the chemical reactions could be slowed down or increased.
6. In geography pupils are making good progress overall although there is variation across the two sites. At Chawton pupils achieve well as a result of an established

scheme of work, good teaching and positive pupil attitudes. At South Farnborough the subject is in the process of development and, in work seen, achievement was satisfactory. At Chawton pupils are introduced well to concepts such as vulcanicity and why literacy and life expectancy are good indicators of economic development. Most pupils possess an appropriate range of map and graphical skills, and apply numerical skills correctly when producing flood hydrographs and drawing graphs of climate patterns. Pupils' written work is good and most use a range of technical words such as 'weathering' and 'erosion' in appropriate contexts as a result of teaching which emphasises the importance of the correct geographical terminology. At South Farnborough pupils are beginning to make better progress as the result of an emerging scheme of work which places appropriate emphasis on current and environmental issues such as Iraq. However, for many of the pupils weaknesses are often linked to more fundamental difficulties of verbal reasoning rather than to specifically geographical weaknesses. In Years 10 and 11 pupils consolidate map skills and produce a good standard of GCSE coursework. For example, pupils in Year 11 conduct in-depth studies in which they demonstrate their skills of investigating, collecting and processing data in their understanding of the advantages and disadvantages of tourism. They produce accurate presentations of cartographic, graphical and written work using a variety of sources, including ICT.

7. Overall pupils make good progress in history although there is variation across the sites. At Chawton the subject is well established and based on successful experience with a well developed scheme of work. As a result, pupils' progress is good across the age range. At South Farnborough the subject is in the process of development. In work seen, however, progress was satisfactory overall. At Chawton, pupils are introduced well to historical skills such as source analysis and they are good at showing what they know in writing. They are encouraged to organise and record their knowledge accurately and in a variety of ways such as charts and notes. Pupils' written work is good and most use a range of technical words such as 'industrialisation' and 'suffrage' well as a result of teaching which emphasises the importance of the correct historical terminology. At South Farnborough, pupils are beginning to make better progress as the result of a scheme of work based upon National Curriculum requirements. However, for many of the pupils, weaknesses are linked to fundamental difficulties of verbal reasoning rather than to specifically historical shortcomings. In Years 10 and 11 pupils consolidate historical skills and produce a good standard of GCSE coursework. For example, pupils in Year 10 demonstrate their skills of analysing different sources as they explain the reasons why the political parties developed their policies towards votes for women at the turn of the century. Overall good teaching encourages them to produce accurate pieces of narrative writing. The Key Stage 2 pupil in a lesson on the Vikings can construct a time line to show the chronology of the Viking period and also identify the countries they travelled to.
8. In information and communication technology (ICT) pupils make very good progress overall. A comprehensive scheme of work and a detailed tracking system ensure that pupils take logical steps in the acquisition of skills. The initial reluctance of some pupils, who were not interested in ICT, has clearly been overcome and now the vast majority of pupils look forward to and enjoy their lessons. Pupils demonstrate secure keyboard skills and are able to use word processing skills such as altering layout, margins and fonts as well as the manipulation of text and graphics. A Year 11 student used search engines to locate specific sites to find information relevant to the topic on which she was working independently as part of a short course GCSE. In 2001, three pupils were entered for external accreditation – one gained three certificates of achievement, one a grade 'C' GCSE and one a grade 'B' GCSE.

9. Progress in food technology is very good. Pupils enjoy their work and are able to follow a recipe. They select tools to prepare the food and are aware of hygiene and safety. In a lesson seen they used mathematical knowledge well as they estimated and weighed the ingredients accurately. During the lesson pupils realised the flour they were using was particularly dry and would affect the pastry for the mince pies. They had enough confidence, experience and support to adapt the recipe and add water to compensate. The mince pies turned out to be very tasty!
10. Progress in physical education is variable but satisfactory overall. This is because the quality of pupils' learning is affected by the differences in facilities, teaching and schemes of work on the two sites. Most pupils at Chawton meet expectations in swimming as they have good opportunities to develop their skills in the pool at the nearby Leisure Centre. Most have a satisfactory understanding of water safety and can swim at least 25 metres unaided. However, there is no scheme of work and associated lesson planning to ensure that the small number of pupils can progress effectively. Pupils' achievement in football and general indoor skills at South Farnborough are generally good as a result of good teaching and the full involvement of staff and other adults. Both boys and girls take part and their skills and attitudes improve as a result. However, currently the centre has neither satisfactory outdoor nor indoor provision and the local church hall is too cramped, making it difficult to develop skills even with a small class. Pupils' attitudes to physical education and games are generally good and this helps their quality of learning and their achievement. Where teaching is good they listen to instructions carefully, persevere and support one another well when working in pairs. They are usually prompt in changing.
11. French is taught only to Year 9 pupils at Chawton, for two lessons a week. Pupils learn to use social language, to develop vocabulary related, for example, to school, family life and food or drink, and to appreciate aspects of French grammar. They learn that verb endings change according to the subject pronoun and that adjectives agree with the nouns they qualify. Overall, their achievement is good.
12. Pupils' progress in art is good across the age range. The majority of pupils are enthusiastic well-motivated learners who clearly enjoy the opportunities art provides for them to express their ideas in a variety of media. Pupils speak highly of their art lessons, one pupil saying it was the only reason she came to school. In the majority of lessons pupils are happily engaged and involved in their work. Pupils seen in Years 7 to 9 were busily occupied on individual projects. They were able to construct three-dimensional shapes using wire and papier mache. They were able to understand how the wire needed to be shaped to make a model of a dragon's head. They were able to help and co-operate with each other in cutting the wire. Another pupil was drawing a still-life picture of a plant in a window and learning about perspective. The relaxed, friendly, supportive atmosphere in the classroom is an important part of the progress pupils make both in art and in confidence/social skills. Similar 'workmanlike' but relaxed atmospheres are found in art lessons on both sites. Year 10 and 11 pupils understand about working in the 'style of' and are able to interpret photos in particular styles. They are able to use a range of resources to produce images and discuss the merits of different backgrounds and shades. Pupils engaged in a 'human conflict' project as part of GCSE select images which represent conflict. They used sketch books to trace images as the start of building up a project which will involve a sequence of pictures. Reluctant learners in one lesson and their failure to become engaged in activities led to unsatisfactory learning. Scrutiny of artwork confirms the good progress pupils make and their obvious enjoyment of the subject. Pupils work successfully in a variety of media. Their work is well presented as displays and makes a significant impact in the specialist art room at Farnborough, for example the displays of batik, charcoal drawings and three-dimensional models.

13. Progress in religious education is good overall. In all years pupils are making good progress through carefully structured learning activities, an ethos in lessons which encourages questions and ideas and through very good resources and support for independent research. Scrutiny of work shows significant progress over time, for example in a project about the exploitation of the Brazilian Rain Forest. The single pupil of primary age makes limited progress in the one lesson observed because he is easily distracted and cannot engage productively in the task. In a lesson on symbols he was able to identify what they represent, and understands why they are used. In Years 7 to 9 pupils brainstormed their knowledge of the Christian story, showing a good range of knowledge about Christian beliefs and the life of Jesus. In a reading of the 'Christian story' they understood what the symbolism in the story represents and identified the kind of questions they would like to ask the author. Pupils ask questions perceptively and have the confidence to challenge beliefs. In Years 10 and 11 an individual pupil is carrying out research on different websites to collate information about the exploitation of the Brazilian rain forest and the opposition to it. Very good relationships, resources and use of ICT ensure that relevant information is selected and used to compile a dossier about events in Brazil.
14. Good progress is made in personal, social and health education (PHSE) overall. It is satisfactory in Years 7 - 9 and good in Years 10 - 11. In addition to identified PHSE lessons, the centre provides a range of opportunities for personal and social development. A feature of the inspection was the well-run assemblies at Farnborough, which brought the school community together and encouraged reflection and thought. Good use is made of visiting speakers - for example a speaker from the Law courts encouraged good discussion about the consequences of crime and the 'seriousness' of different offences. Pupils understand the consequences of different crimes and are able to ask questions based on recent court experiences. Pupils are making good progress in exploring their feelings, understanding the impact of their actions on others and evaluating their own progress. In Years 10 and 11 pupils are able to evaluate how well they are doing and their progress towards targets. In Years 7 to 9 pupils learn to do relaxation exercises as part of a lesson on coping with stress. They are able to discuss the stress involved in recent events, for example a visit to the theatre. In Years 10 and 11 pupils talked about their experiences of the youth justice system in a lesson on sentencing young offenders. They learned about the purposes of sentences in helping young offenders to change, and, through a video, about life in a detention centre.

Pupils' attitudes, values and personal development

15. Most pupils like being in school and are eager to come each morning. This is in particular a success for pupils at Chawton who were originally placed there because of their school phobia. These pupils now feel secure and at ease. As a result, they are making rapid progress in catching up on their education and their personal development. Indeed, they are so happy at the centre that their eventual re-integration into mainstream schooling could well present a challenge. Pupils show an enthusiasm for learning, especially when the teaching is good or better, which it was in most lessons observed. Pupils were fully engaged with the lesson, settle to their assigned tasks with commitment and hence made substantial progress. However, in the minority of lessons in which the teaching was less than good, pupils tended to lose interest and lost concentration as the lesson proceeded. Overall, pupils' attitudes towards their schooling are judged to be good and this results from the effective individual attention given to pupils by the staff team and the high quality of the partnership that has been established with parents.

16. Unsatisfactory or poor behaviour in lessons leads directly to unsatisfactory or poor learning. All the unsatisfactory learning observed resulted from inappropriate attitudes or behaviour in lessons with the exception of the one lesson with unsatisfactory teaching. The majority of difficult and challenging behaviour was observed in Year 9. Most of these pupils have arrived at the Farnborough Centre in the last month. Clearly the site moves and the new building will not have helped this transition and the centre has not yet succeeded in modifying the disruptive and sometimes disturbed behaviour of a small minority of pupils. In Years 10 and 11 the concerns again relate to recently arrived pupils presenting unsatisfactory attitudes to learning in lessons, with a reluctance to learn, co-operate or become engaged in lessons often despite the best efforts of staff. SNAs often work very effectively with staff to engage reluctant learners.
17. There is a wide variation in the behaviour of pupils at the centre but, overall, it is satisfactory. It is very good at the Chawton site, resulting in a calm, secure environment in which pupils gain the confidence to succeed. At Farnborough, where most pupils have a history of emotional and behavioural difficulties, it was not surprising to find occasional examples of difficult behaviour requiring intervention and support from staff. However, the majority of pupils there behave well and so the day's business can normally proceed in an efficient and acceptable manner. Last year there was a marked increase in the number of short-term exclusions from the Farnborough site. This arose from a tightening up of exclusion procedures. There is no evidence to suggest that the rate of such incidents is increasing. The severity of most of these incidents would not normally justify exclusion, but the centre lacks sufficient space to contain such pupils away from the class. Thus the high level of exclusions is largely an accommodation rather than a behaviour issue. Instances of exclusion from the Chawton site are very rare and there is little evidence of oppressive behaviour at either site.
18. Pupils generally get on very well with each other and many examples were observed of more-able pupils helping the less able in a way that ensured that all of them completed their tasks by the end of the lesson. While relationships tend to be better established at Chawton, they are always at least satisfactory on both sites. Overall, relationships between staff and pupils are good and these help pupils to feel at ease and make progress. Most pupils arrive at the centre with underdeveloped social skills and in consequence they find establishing friendships with their peers and staff difficult. However, over time pupils build up their confidence and these problems are gradually overcome, an outcome that is commented on favourably by parents. Pupils are eager to take some responsibility for their own learning as opportunities arise, for example, by using their initiative to undertake extension work when they have completed their assigned tasks and by attempting to lead class discussions into areas of interest to them, the latter often conflicting with the teacher's lesson plan. However, there is little evidence of pupils being given responsible jobs around the centre.
19. The overall level of attendance is low compared to the national average for mainstream schools. However, this disguises the marked improvement of many pupils, especially those who are school phobic. For example, in one case attendance had risen from a few percentage points at mainstream school to nearly 90% at the centre. Such improvements are highly commendable and underline the effectiveness of the centre in providing for such pupils. There is a wide variation in attendance from pupil to pupil. While the majority approach the national average, a very small minority barely attend at all. Punctuality is generally satisfactory, though a few pupils are persistently late to the detriment of their own education and that of their classmates.

HOW WELL ARE PUPILS TAUGHT?

20. Teaching is good overall, with high quality teaching across the age range and at both sites. Seventy-six per cent of teaching is good or better. Twenty five per cent – a quarter of lessons – is very good or better. One unsatisfactory lesson (two per cent of teaching) was observed where there was no planning or thought about what pupils should achieve in activities. This led to unsatisfactory learning. Overall, the high quality of teaching ensures that the great majority of pupils make progress and are active and involved learners. In almost two-thirds (64 per cent) of lessons, pupils' learning is good or better. In 84 per cent of lessons it is satisfactory or better. However, in 14 per cent of lessons learning is unsatisfactory and in one lesson poor. Apart from unsatisfactory teaching, this results from the difficult and disruptive behaviour of a minority of very recently arrived pupils at Farnborough where effective learning behaviour, engagement in lessons and routines have not yet been established.
21. A feature of very high quality teaching is that it applies equally to both sites, with teachers showing the same level of planning, commitment, dedication and skills in working effectively with different client groups who share the same vulnerability and needs. There is very good subject knowledge combined with a detailed understanding of pupils' needs. Teachers have thoroughly evaluated and dissected the mainstream curriculum to provide motivating, stimulating lessons which deliver the key facts and knowledge required. Teachers plan resources very effectively to allow pupils to work independently and generate their own ideas, for example in art and ICT. A lesson structure based on a clear introduction, activities and a plenary at the end ensures pupils understand what they will be doing in a lesson, with learning reinforced and evaluated at the end. SNAs make a significant contribution to the high quality of teaching. Their very good knowledge of pupils' needs and constructive relationships ensure that support in lessons is effective and focussed. They are very successful at re-engaging and motivating reluctant learners during activities. Overall, the most effective staff are very determined about what they want pupils to achieve and plan very thoroughly to ensure lesson outcomes are met. Staff are very inclusive in their approaches, working very effectively with pupils from a wide range of backgrounds and abilities.
22. Some lessons had unsatisfactory features. The lack of a clear beginning to a lesson meant that pupils were unsure what they were doing in the lesson. Different target setting and reward systems in lessons reduced their impact and credibility. Equally there were examples of inconsistencies in the level of difficult behaviour which should be tolerated in a classroom, leaving pupils unsure about boundaries and limits. While homework was used, it clearly was not valued by a number of pupils and the centre should review how to establish effective systems of setting homework on an individual basis. Experienced established staff have a wide range of strategies to manage difficult behaviour and clearly the centre would benefit from the dissemination and development of successful practice to promote consistency.
23. Teaching in English is good. It is very good in about a third of lessons and very rarely less than good. Teachers manage classes well through their enthusiasm, careful planning and a brisk pace. Very good emphasis is given to helping pupils improve their basic skills. For example, because pupils' speaking skills are weak, teachers plan lessons to focus on speaking. In a Year 10 lesson, the teacher encouraged pupils to read aloud a passage about the Royal Family's role and to give their own views. While pupils were reluctant to speak in pairs, they responded well to the teacher's questions and learnt to develop a point of view orally. In a Year 11 lesson,

the teacher asked pupils to give their views on who was responsible for the deaths of Romeo and Juliet. Her dynamic introduction to the lesson and encouragement led to pupils thinking hard and expressing a view clearly. Achievements were recorded against GCSE criteria and this motivated pupils to greater efforts. Teachers use resources well – such as video clips, well-presented worksheets, overhead projectors and texts – and this gains pupils' interest in the work. They plan a variety of activities to keep pupils' attention and to promote good learning. In a few lessons, learning is not quite as good as teaching, especially in Year 9 at Farnborough, because pupils' learning difficulties cause progress to slow at times, but in the majority of lessons pupils learn well. Teachers mark work conscientiously so that pupils know what they need to do to improve, and this is raising standards in written responses. Assessment procedures are good. Teachers record achievements and use national criteria appropriately to track pupils' progress. Data is examined to pinpoint weaknesses and this helps teachers to plan future work. Learning opportunities are well planned to give pupils a broad experience of English. In the primary section, the National Literacy Strategy is well adapted to match the needs of pupils. For example, the teacher's planning for the lesson on calligrams gave the pupil ample opportunity to show his creative ability and to develop his vocabulary. In Year 9, good regard is paid to the Key Stage Three Strategy in planning three-part lessons, though insufficient emphasis is given to the summing up of what pupils should have learnt. The work of older pupils focuses on the requirements of the GCSE syllabus and good attention is given to a study of literature. A very good provision is the support that SNAs give. Their expertise plays a significant part in the achievements of pupils in lessons. Pupils' attitudes to learning are good overall. In most lessons they are very good, and in only one lesson unsatisfactory. Pupils concentrate well to begin with, but find it hard to sustain effort for the full lesson. A few are easily distracted, but most co-operate with the teacher, listen to instructions and try hard with their written work.

24. The teaching of mathematics is good overall. Where lessons are most effective the teacher gains attention quickly and remains the main focus. A clear introduction setting out the lesson objectives, leads into the lesson. Expectations of work and behaviour are suitably high. At the end of the lesson progress is reviewed and learning considered. Lessons are planned following the National Curriculum requirements. There is a detailed scheme of work that has been developed and adapted between sites. The experienced co-ordinator on the Chawton site has liaised with a supply teacher who has successfully taken on the role at the Farnborough site. The agreed scheme of work ensures there is continuity with the other supply teacher also covering mathematics at Farnborough. In addition SNAs played an invaluable role in lessons observed in providing focussed individualised support and attention combined with a thorough knowledge of pupils' needs.
25. Teaching in science is very good overall. It was very good or excellent in half the lessons observed. Teaching is strongest in Years 10 and 11. The centre is fortunate to have committed subject specialist teachers on both sites. They have thought very carefully about how to provide a curriculum which is accessible and motivate pupils while ensuring that they know and understand the key facts and knowledge to gain external accreditation. Their success is demonstrated by the high quality of pupils' learning in lessons, their positive attitudes, progress over time and the fact that 14 pupils achieved GCSEs in science last year with four at 'C' grade. Teachers plan and use a range of resources very effectively. There are very high expectations of pupils and that they will join in and engage. There are specialist facilities on each site although in both cases space is limited. Small group sizes meant that experimental investigations can be carried out effectively. Teachers plan lessons thoroughly and provide pupils with a very clear introduction setting out what will do, with very clear pupil targets. A reward system was very effectively used in a lesson on one site with

pupils clear about what they needed to do in the lesson to gain points. Lessons make a very significant contribution to the development of literacy and numeracy skills, with very good reinforcement of subject-specific language. Questioning is used very effectively to assess retention of facts and knowledge. Work is thoroughly marked so that pupils know what they need to do in order to improve. Assessment procedures are very good with work and achievements being assessed against nationally recognised criteria. A very good knowledge of assessment criteria ensures a thorough and comprehensive process. There are very clear and well thought out schemes of work on both sites. Teachers are also clear about where they would like to see further improvements in lessons, for example through developing a repertoire of starter activities to get 'minds going', developing scientific language through key words, bringing in a wider range of learning and promoting 'punchier' lessons.

26. Teaching in geography is good overall across the centre. The quality of pupils' learning is therefore good being firmly linked to the high quality of teaching. Teachers' knowledge of, and enthusiasm for, the subject interests the pupils and enables them to see the relevance of social, environmental, economic and political issues. Teachers use an effective variety of techniques in their approach to the subject and encourage pupils to think about contemporary geographical issues. Thus, after discussion in one lesson, pupils understood how the development of rivers, such as the Mississippi, affects the geography of the U.S.A. Thorough assessment supports pupils' achievement. Lively teaching catches pupils' interests and promotes learning. The analysis of pupils' exercise books showed that the majority produce work of an appropriate quality with due regard for presentation. Overall, geography is making a good, planned contribution to pupils' moral, social, cultural and citizenship development. For example, very good examples were seen of both group work and role-play and an awareness of local, national and international issues was generated by requiring pupils to examine the plight of poor nations and to consider their responsibilities for the environment. Teachers provide appropriate role-play models as they seek to help all pupils do their best. Computers are used more effectively at Chawton, where pupils routinely produce word-processed work as well as 'The Daily Quake'. Geography makes a satisfactory contribution to literacy and numeracy development and teachers are aware of the continuing need to enhance pupils' writing skills. Chawton pupils, in particular, are able to use a variety of styles and good examples were seen in the writing of 'migrant' diaries.
27. Teaching in history is good overall across the school; high quality teaching ensures pupils' learning is good. Teachers' knowledge of, and enthusiasm for, the subject interests the pupils and enables them to understand the perspectives of people in the past as, for example, in an outdoor lesson when pupils were blindfolded and made to move along in a line, as gassed soldiers were required to do in 1916. Thorough assessment helps pupils' achievement. The quality of pupils' learning is helped, in many cases, by their positive attitudes to the subject which, in turn, are stimulated by lively teaching which catches their interest. The analysis of pupils' exercise books shows that most produce satisfactory work with a regard for appearance. Overall, the subject makes a good, planned contribution to pupils' moral, social, cultural and citizenship development. For example, very good examples were seen of both group work and role-play. Teaching generates an awareness of local, national and international issues by, for example, requiring pupils to examine the causes of the World Wars and the lives of people in the industrial areas of the Midlands and the North in the nineteenth century. Visits to Parliament, Hampton Court and Winchester sharpen their awareness of our national heritage. Computers are currently not used widely enough on both sites, although many pupils word process their work at home as well as school. History makes a satisfactory contribution to literacy and numeracy

development. For example, good examples were seen of wage comparisons and a range of other data.

28. Teaching in food technology is very good. Lessons are thoroughly prepared and resourced. A well thought out skills assessment sheet enables pupils and staff to monitor progress. Clear lesson introductions followed by good open and closed questioning ensures pupils remain on task and find solutions to problems as they arise. The atmosphere in lessons is relaxed and purposeful, one of supported independence. Pupils are attentive, polite and helpful. They comment on the varying degrees of success they are having rubbing in pastry and whether blender or by hand is the best method, and also their plans for Christmas.
29. Teaching in ICT is very good with enthusiastic, dynamic teaching engaging the pupils. High expectations, secure subject knowledge and a lively pace ensure good progress is made. Lessons are well planned and prepared. A marking scheme and detailed checklist are provided for pupils so they can track their progress. Considerable hard work and commitment has led to the developments so far made.
30. In physical education the quality of teaching and learning is good overall. Features which develop the quality of learning are good expertise and clear instructions so that pupils find space and work and play sensibly. This was seen at South Farnborough and at an individual indoor bowls lesson at Chawton. The subject makes a good contribution to pupils' moral and social development, particularly in games where team spirit and a respect for fair play are inculcated. However, opportunities were missed to develop numeracy skills, such as counting and measuring, and for pupils to evaluate each other's performances. Provision at the Farnborough site is underpinned by a good scheme of work.
31. Teaching of PHSE is good overall. The majority of lessons are well structured and planned. Good use is made of external speakers, for example the Youth Offenders Team Leader with a suitable follow up lesson to extend and develop learning. In very effective lessons pupils feel very confident and at ease in answering questions. Good use is made of diaries to record ideas. Questioning is used very effectively to draw out responses, feelings and contributions from pupils. In a tutorial for the primary age group, firm, assertive teaching and very good use of praise ensured a pupil could evaluate his progress towards his targets. A minority of pupils in Years 7 to 9 who have very recently arrived at the centre found it hard to engage in a lesson based on 'circle time', to look at unexpected feelings. Their difficult attitudes and unco-operative behaviour meant that they did not get involved in the activity, and this resulted in unsatisfactory learning during the lesson. With similar pupils in Years 10 and 11, carefully structured and planned activities with a range of good resources ensured progress was made.
32. In the one lesson observed, teaching and learning in Modern Foreign Languages (French) were very good. The teacher has good subject knowledge and provides a variety of activities to maintain a brisk pace of learning. Planning is very good. For example, the teacher begins with oral work to establish accurate pronunciation before she moves on to reading and writing. This helps pupils to learn rapidly. Pupils behave very well and have very good attitudes to learning. They concentrate hard and present written work carefully. The curriculum is well planned to cover the requirements of the National Curriculum, so that pupils can reintegrate more easily into their mainstream schools. The newly introduced course gives pupils the opportunity to hear native speakers on tape and to use computers in their learning. To enrich the curriculum, the teacher arranges French breakfasts in school and visits to a local superstore to develop pupils' social skills. Plans are in hand to make a link with a French school,

and to visit Dieppe. Assessment procedures are good and test students' achievements at the end of each unit of work. The teacher manages the subject well and is an experienced linguist. This enables pupils to achieve well and to develop good pronunciation.

33. Teaching in art is good overall. There is good subject expertise on both sites and a clear vision about the rationale for subject development. Similarly, there is a good range of specialist resources allowing pupils to work in a variety of media. Aims for art are clearly expressed with the emphasis on being positive learners, who take responsibility for their work and a pride in their achievements. At Farnborough the teacher is delighted with the new working environment, which already contains a wide range of colourful and well presented work on display, for example batik designs. The development plan outlines how the range of media pupils use to express themselves can be expanded – a current development is pottery where there is technician support. Work in lessons is tailored to meet individual needs. The emphasis is on providing a range of resources to allow pupils to make choices and develop their own ideas. The sketchbook is used as the basis for planning in lessons to develop ideas and solutions as well as the link for homework. In lessons pupils are encouraged to work out their ideas. They are positive learners clearly reflecting their own enjoyment of the subject – in pupil interviews art was cited as a favourite lesson. Good relationships and social interaction provide a positive ethos in lessons. In one lesson there was unsatisfactory learning where, in spite of the best efforts of the teacher, reluctant learners would not engage in activities and make the effort to develop their own work.
34. Teaching in religious education is good. Individual lessons were observed in each age group with the strongest teaching in a lesson in Years 7 to 9. There is a detailed and thorough scheme of work for religious education with a clear policy and rationale. This includes a link with citizenship and the subject's role in promoting spiritual, moral, social and cultural provision in the curriculum. In Years 7 to 9 the syllabus is based on a three-year rolling programme using the new Hampshire agreed syllabus. In Years 10 and 11 provision is now based on a short course GCSE, carefully selected to meet the requirements of pupils in the centre. Resources in lessons are thoroughly prepared. There is very good interaction with pupils which stimulates their interest and willingness to discussion. Good relationships ensure that pupils feel confident to express their beliefs and question ideas; for example, in a lesson on the Christian story there were very perceptive and challenging questions from the pupils. In Years 10 and 11 a single pupil works independently to research a range of information on websites as part of the GCSE 'Our World' module. There are very good constructive relationships and humour. Help and discussion are provided as appropriate with the emphasis being on independent learning. The single pupil in the primary years is easily distracted and found it hard to engage in a lesson about symbols. Learning and progress are limited because of unsatisfactory attitudes and behaviour in spite of the best efforts of the teacher to guide the pupils back to their work.

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

35. Overall, the centre provides a good curriculum which reflects the LEA policy for curricular provision in pupil referral centres. The quality and range of learning opportunities are good on both sites and, as a result, teaching and learning and pupils' progress are good.
36. A particular strength is the centre's ability to make good use of the flexibility to include work experience, college placements and other arrangements to engage pupils who have reacted against their previous negative experience of mainstream schooling.

Staff emphasise the importance of pupils getting themselves organised and this plays a part in motivating pupils and developing attitudes and skills which they will need in the next stage of their lives.

37. Another strength lies in the good range of opportunities for learning beyond the classroom. Pupils visit Winchester, Hampton Court, Marwell and London to enhance their understanding of humanities and citizenship. The centre has also negotiated the use of a local hall, the Indoor Bowls Club and Alton Sports Centre; good use is made of the first but there are weaknesses in the planning of games, swimming and fitness at the last, which restrict pupils' achievement.
38. Arrangements for work-related education are good; proper attention is paid to careers education and guidance and there are well-organised opportunities for work experience. Activities reflect individual needs well and promote confidence and self-esteem. There are good links with the ConneXions service.
39. All pupils have equal opportunities and to access to a full curriculum and range of activities whatever their abilities or gender. Planning for individual needs is satisfactory overall; it is particularly good at the Chawton site where greater attention is paid to the quality of IEPs provided for each pupil to make certain that their programme is linked to their needs. Additionally arrangements for phobics and group tuition pupils ensure a more thorough monitoring of plans and target setting.
40. The National Literacy and Numeracy Strategies are beginning to have a satisfactory impact on pupils' standards of literacy and numeracy. Teachers on both sites follow schemes of work but because planning arrangements vary from site to site, and between subjects, there are inconsistencies which have an adverse effect on the quality of teaching and learning. For example, routine lesson planning in some classes does not take full account of pupils' IEPs.
41. The programme of personal, social and health education is satisfactory overall; it is good at the Chawton site because the scheme of work is more developed. There is an appropriate emphasis on sex and relationship education, drugs education and the impact of healthy lifestyles. At Chawton the programme succeeds in taking pupils beyond factual knowledge and emphasises the importance of making healthy, responsible choices.
42. The centre has established good links with the community and with a wide range of organisations and agencies, including particularly good links with the College of Further Education and sports coaching organisations. Visitors, such as the local police, contribute to the PSHE programme. There are very good procedures for re-integration. Discussion with mainstream schools during the inspection made clear the very good reputation the centre has built up for its reintegration arrangements. A primary school which has reintegrated three pupils spoke very highly of the service provided by the centre – its quality, availability and effectiveness. Equally, a secondary school spoke of the value of the service provided for reintegrating emotionally vulnerable pupils, and the benefits across the school in gaining knowledge and understanding of the needs of these pupils.
43. There are good arrangements to provide for the pupils' personal development. This has been seen as a key area for development at the Chawton site with the development plan outlining the range of activities being undertaken. This includes the introduction of the Duke of Edinburgh Award scheme and a range of external visits including a planned residential visit. Provision for pupils' spiritual, moral social and cultural development is also good as a result of a planned programme and the

teachers' ability to make use of spontaneous opportunities as they arise. Morning gatherings, points raised during discussions and thoughtful teaching, for example in humanities and science, all contribute to spiritual development. Pupils' social and moral development is promoted well through the use of both rewards and behaviour systems which acknowledge and reinforce appropriate social skills. However, the Farnborough site has yet to develop a consistent approach to rules and procedures. Staff provide good role models in their concern for families and equal opportunities. However, the lack of social areas on both sites make it difficult for pupils to mix freely with each other and with staff. The provision for cultural development is good overall. There are good opportunities to study other beliefs and festivals at Chawton and there is a wide range of visits to theatres, local places of interest and London to understand the richness of national and international traditions.

HOW WELL DOES THE CENTRE CARE FOR ITS PUPILS?

44. The centre provides a safe and secure environment for its pupils in which they can feel at ease in a non-threatening atmosphere and thus make good progress with their education. For example, there are clearly marked emergency exits from all teaching areas, fire drills and health and safety audits take place regularly and appropriate risk assessments are done. Good support is given by outside agencies such as the education welfare service, education psychology service and the school nurse, who as well as ministering to the medical needs of pupils also contributes to the teaching where appropriate. The provision for child protection is good at both sites, though the 'named person' at Chawton, although she has had considerable experience, has yet to undergo the full training programme.
45. Extensive records are kept on each pupil and this enables effective monitoring of their academic progress and personal development. These include relevant information from the pupil's previous school, the centre's own 'baseline' assessment, as well as data on performance during the pupil's time at the centre. However, the records held at Farnborough are still not well organised after the latest move, so the retrieval of information must be more time-consuming than it need be. Individual reviews of each pupil take place every six weeks and from these new targets are set as necessary and hence pupils are well guided on how they can continue to improve. The use of assessment information to guide curriculum planning is generally satisfactory, though better use could be made of individual education plans for this purpose. IEPs are identified as an area for development at the Farnborough site as the agreed mechanism for target setting. Currently different target setting systems are in use in lessons and IEPs are not used consistently as the basis for planning learning opportunities or recording progress. The recent appointment of a SENCO has allowed for high quality individualised assessment work which has resulted in a comprehensive picture of pupils' needs and attainment on entry. This provides a secure basis for agreeing and setting IEP targets for improvement. The centre needs to update its categories of SEN in line with the new Code of Practice and review its criteria for placing pupils at the School Action/Action Plus stages. The work done by pupils is usually marked and often helpful comments are made. However, there is no clear and consistent grading system across the centre. Each subject area uses its own criteria and this must be confusing for pupils. Overall, therefore, the assessment and monitoring of pupils' academic progress are judged to be satisfactory.
46. The staff know each of the pupils very well and this enables good personal guidance to be given. This is delivered through an effective tutor system which includes both small group and one-to-one sessions. PHSE lessons and 'circle time' are generally well used to promote personal development, particularly so when the topic is presented in a relevant and appropriate way, which is usually, but not always, the case. There are

very good strategies in place for the reintegration of pupils into mainstream education. These have been well thought out and are executed in full co-operation with parents and the receiving schools. Great care is taken to ensure that pupils are comfortable with the process as many of them are naturally apprehensive because of their previous experience of mainstream schooling. Good provision is made for work related education for those pupils for whom reintegration is considered inappropriate. This prepares them well for future employment or placement at a college of further education. Behaviour management at the centre is generally good. This is based on a good friendly ethos at Chawton, and at Farnborough, where many of the pupils have emotional and behavioural difficulties, many examples were seen of effective and appropriate intervention by staff to defuse difficult situations. However, there is some lack of consistency across the centre in the application of rewards and the setting of behaviour targets. Additionally the lack of a time out/referral facility at Farnborough, combined with an initial unwillingness of less experienced staff to use established school support systems, lead to inconsistencies in enforcing classroom rules and routines. There are good procedures for the monitoring and improvement of attendance. Parents are contacted rapidly in cases of unexplained absence and pupils can earn rewards for regular attendance. Registers are very well kept at Chawton but those at Farnborough have some weaknesses which need to be addressed. Thus, overall, the support and guidance given to pupils at the centre is judged to be good.

HOW WELL DOES THE CENTRE WORK IN PARTNERSHIP WITH PARENTS?

47. Parents have a very high opinion of the centre. Indeed, many are fulsome in their praise of the care and support provided for their children and of the good progress they make both academically and in their social skills as a consequence. They are delighted that their children's problems have been identified and are being addressed. There was a minor concern expressed about homework as they felt there is some inconsistency in setting this across the centre. Some parents expressed a concern that homework was a major issue in successful integration into mainstream schools and that pupils needed to be well prepared for it.
48. The centre provides parents with two good quality written reports on their children's progress throughout the year; an interim report at the end of the Christmas term and a final report towards the end of the school year. As well as assessing the pupil's achievement they also indicate areas for improvement. There is weekly telephone contact with parents to report on progress, and review meetings take place each half term at which new targets are set. Parents at the parents' meeting spoke highly of the value of these contacts. Thus the centre is in almost continuous contact with parents whilst the pupils are there. In consequence, any emerging problems can be promptly dealt with. As pupils approach the end of their time at the centre, parents are kept well informed on the reintegration process into mainstream education, or their placement at a college of further education or employment as is most appropriate.
49. All parents sign a home/school contract and this is an indication of their commitment to work in partnership with the centre to further their children's education. There is good parental attendance at review meetings and at certificate evenings at which the achievements of pupils are celebrated. Parents are closely involved in the induction procedures when their children join the centre and in the reintegration process when their children are ready to rejoin mainstream education. Although parents are involved in helping their own children there is very little direct parental contribution to the work of the centre as a whole.
50. Overall, the partnership between the centre and parents works very well. Parents and carers are very appreciative of the work of the centre and the progress their child has

made. However, parents of pupils at Chawton voiced their concerns both at the parents' meeting and in phone calls during the inspection about the future of the centre at Alton. Having eventually found success and 'hope' for their children in education they are understandably worried about an uncertain future. Their concerns include the possibility that Chawton pupils will be educated at Farnborough with a very long journey adding to the trauma of change. It is clear that EOTAS is exploring different possibilities for the future of Chawton with the focus being clearly on integration. Parents understand that the Head of EOTAS has given an understanding that phobic and excluded pupils will not be educated together. This is clearly beyond the remit of the Linden Centre and the key here must be communication as September 2003 approaches. One phobic centre in Hampshire is further down the line towards reintegration and much could be done to reassure parents on the basis of effective practice elsewhere.

HOW WELL IS THE CENTRE LED AND MANAGED?

51. The Linden Centre is at an early stage in its formation. Major changes still need to take place in current provision to create the new centre which should be fully operational by September 2003. The structural framework for these changes (i.e. staffing, accommodation, changes to existing provision) is the responsibility of the LEA (EOTAS). The leadership and management of the emerging provision, as it develops, is the responsibility of the centre Manager. The mission statement for the new Centre is clear about role and purpose in facilitating inclusion through preventative intervention, transitional education and reintegration strategies. The new Centre will have a much wider role than on-site education and its key outreach functions will be preventative work in schools and reintegration. The strategic plan is a clear, well-structured planning document in which the centre manager outlines the priorities in bringing this new service about. Her role in meeting these priorities is much wider than the supervision of on-site education. A major reorganisation has resulted in the current staffing situation and the Head of Centre has to ensure commitment to the principles and purpose of the new organisation. The former Area Behaviour Intervention Service is now part of the new structure (from September 2002) and a key focus is to form an effective senior management team for the new Centre, reflecting the different areas of work. Similarly the Behaviour Support Service needs to combine with the primary EOTAS team to form a co-ordinated cohesive service focussed on preventative work and reintegration. The Centre Manager provides strong and purposeful leadership in this time of major change. She is clear about what needs to be done and how this should happen. She is at the beginning of a process of major change in which the high level of planning and people management skills demonstrated during the inspection will be fully utilised in creating the operational Linden Centre in September 2003.
52. Currently, as part of the planned process of change, both sites are operating as separate units, each with their own teacher in charge, both in an acting capacity. Both provide good, effective leadership on each site, which is strongly supportive of staff and pupils. In a time of major change, with staff uncertainty and concern about future roles and provision, there are strong, effective staff teams on both sites who clearly support each other in their work and in ensuring high quality provision to pupils. Parents speak highly of the way change has been managed this term at Farnborough, where the teacher in charge had to establish full time provision in September without a suitable building being ready. They are clear that standards have been maintained in spite of the difficulties of necessary short-term arrangements – the unit is currently on its sixth timetable. Equally, new staff are appreciative of the support they have had for curriculum/subject development (eg English and mathematics) as well as the quality of support they have had in the classroom, particularly from SNAs. The teacher in

charge of the very recently established on-site provision for primary-aged pupils is also effectively leading its development and managing the process of change.

53. It is clear that the LEA (EOTAS) has major structural decisions to make before the framework is in place that will allow the centre to be fully operational. A major area is the relocation of the provision for emotionally vulnerable pupils. Parents and staff at Chawton are concerned about potential moves to relocate to Farnborough and the integration of phobic/excluded pupils. Parents understood that the Head of EOTAS has given an assurance that the latter is not the case. EOTAS has worked with its partner agency, Health, on fundamental changes to promote more preventative work with school phobics. A current concern, shared by parents, is that a senior health practitioner must make the referral which, because of waiting lists, can mean that the situation is already at 'crisis' point with the pupil out of school. Working with Health, EOTAS want to ensure the 'right' provision for phobic pupils through a tiered model of support which emphasises early intervention, support and reintegration in mainstream schools. Good practice has already been identified in the other EOTAS areas which have all been reorganised on the same model – with, in some cases, amalgamation and developments being further down the line in terms of reorganised phobic provision. Clearly EOTAS faces a major challenge in moving from segregated phobic provision to integrated systems with a mainstream focus. However, both Chawton staff and parents feel there has been insufficient consultation and communication about the future of the provision. With proposed closure of the site seven months away this creates uncertainty and concern. EOTAS believe they have a strong case for change which is supported by successful provision elsewhere and a thorough investigation of methodology with Health. However, EOTAS should be able to communicate this vision effectively to ensure change supports the further progress of emotionally vulnerable pupils. Other key areas of structural change are staffing and accommodation. The centre is in the process of a staff review, which will lead to the final establishment of roles and responsibilities in the new Linden Centre. Currently, co-ordinator roles for the new centre have not been established. The new Linden Centre curriculum is likely to be substantially different from the current balance and range of subjects, with a much clearer focus on the interventions required prior to a return to mainstream school. However, in the current absence of co-ordinators there can be no planning about how that curriculum will develop. Equally, there are successful experienced co-ordinators in key areas on both sites (eg English, art and science) who do not know what their role will be in the future. The new accommodation at Farnborough was originally planned for a smaller number of pupils (24) than the number being planned for September 2003 (44). EOTAS needs to evaluate current accommodation difficulties in the new building in order to plan well in advance for September 2003. The lack of resolution of structural issues results in an unsatisfactory situation in which to lead and manage the development of the Linden Centre.
54. Informal supportive monitoring and evaluation operate on each site for curriculum development, subject planning, induction and lesson monitoring. There are good examples of where the teacher in charge has assiduously monitored the impact of developing practice on pupil progress and taken action as a result, for example, radical changes to the way full-time provision was originally delivered in combination with the youth service. Equally, in the primary provision the teacher in charge is critically appraising how on-site provision is being organised and making appropriate changes. There are, however, no formal agreed procedures in place to monitor lessons or teachers' planning on either site. The teaching team leader role has a clear remit for monitoring the quality of provision. However, so far the centre has failed to recruit a suitable candidate. The acting teaching team leader is effectively the teacher in charge of the Farnborough site and has not been able to develop the monitoring role

because of the priorities of maintaining curriculum continuity with site moves. The centre now intends to use the centre manager and EOTAS Head of Service (Pupils) to monitor and evaluate provision. The inspection identifies that systematic monitoring is essential to ensure consistency of practice, for example in target setting and behaviour management, and to improve any unsatisfactory teaching.

55. The need to fill and designate key posts has also meant that there is currently no system in place for performance management, which is unsatisfactory. Similarly, while there has been informal supportive induction of new staff, there has been no process which would recognise where improvements should be made as part of a formal agreed process. Currently, subject co-ordination is largely on an individual basis on each site without any overall system to co-ordinate and monitor progress and agree developments. Staff feel well supported by the LEA in meeting training and professional development needs, although this is clearly not linked to performance management. Staff were able to give examples of courses and INSET attended to build up subject knowledge and skills. There were also good examples of links with mainstream schools. Staff who have recently left mainstream schools have maintained good links with co-ordinator networks which they see as essential in developing subject knowledge; examples include English and art.
56. An increasing amount of funding is now managed by the centre, including standards fund monies. The overall budget managed by the centre has increased by approximately a third this year with the move to full-time education. Educational priorities are clearly identified through the strategic plan and development plan for each site. These are supported by careful financial management and allocation of resources, for example the use of pupil retention grant funding to employ extra staff and diversify the curriculum. The centre effectively uses best value principles in obtaining and using resources and services, for example in the recent purchase of interactive whiteboards. Day-to-day financial arrangements are thorough with lines of accountability. Through EOTAS and the LEA, the centre has acted on the recommendations of an internal audit in January 2001. Currently many of the overall components of the new centre budget, including staffing, still need to be brought together, although it is planned that the centre will take increasing control in the future. Different components currently operate under different budget headings - for example the Behaviour Support Team is still managed by the LEA. The centre manager is currently working on bringing together the wider staffing of the new centre to create an effective, cohesive team. Currently the financial management and co-ordination of the individual components of the Linden Centre is still too disparate and separate, with overlapping roles (eg Reintegration/Behaviour Support Service/EOTAS primary team) to provide anything more than satisfactory value for money.
57. The good number of teachers and support staff means that individual needs can be effectively managed and addressed. The centre is fortunate in having a good range of subject specialist expertise – English, science, art, history, geography, food technology and physical education all being examples. Mathematics is an area where subject expertise needs to be developed on the Farnborough site although effective support work by the established co-ordinator at Chawton, combined with the resourcefulness of a supply teacher at Farnborough, have gone a long way to ensuring provision of good quality. The centre makes effective use of a range of external agencies to support pupils and build up expertise – the education welfare officer, psychologist and school nurse were all available during the inspection and spoke positively of developments at the centre. There is a good range of up-to-date resources and equipment at the centre. Specialist teachers at Farnborough are appreciative of the specialist facilities in the new building (eg science and art) although clear about how they want them improved and developed. The centre has only just moved into the new building and is currently

evaluating how it can be most effectively used. There are concerns about the accommodation meeting the needs of pupils with behavioural difficulties. There is little evidence of 'ownership' of the building by pupils and the lack of a 'social area' for assemblies, meals, display etc contributes to a lack of 'belonging' and welcome. The Farnborough Unit staff are adjusting from working together in much more intimate surroundings to a long corridor with separate classrooms off it. Significant weaknesses are the lack of any referral/'time out' facilities for pupils with behavioural difficulties, the lack of storage space and the lack of meeting space for parents and outside professionals, which was highlighted several times during the inspection. In the absence of alternative facilities the lack of indoor space for physical education is also a weakness that limits pupil progress. The accommodation in the new building needs to be carefully evaluated before planned places increase in September 2003.

WHAT SHOULD THE CENTRE DO TO IMPROVE FURTHER?

58. In order to raise standards the local education authority (EOTAS) should:

- (1) Ensure there is a clear structure for the allocation of staffing and responsibilities, including salary structure, in the new Linden Centre in order to:
 - establish the key co-ordination roles needed for curriculum development and monitoring;
(Paragraph 53)
 - remove current uncertainty among staff about their future roles in the service.
(Paragraphs 52, 53)

- (2) Review the accommodation requirements of the new Linden Centre based on an evaluation of the current difficulties being faced by the centre after moving into the new building. Difficulties noted in the inspection include:
 - lack of any withdrawal space to allow one-to-one intervention and support for pupils with concerns or experiencing difficulties in the classroom;
(Paragraphs 17, 46 and 57)
 - lack of storage space which will, as things are, prevent full use of the two communal/games areas;
(Paragraph 57)
 - lack of designated office and meeting space (eg teaching team leader, parents, external professionals, pupils, medical etc);
(Paragraph 57)
 - the need for 'social areas' to encourage 'ownership' of the building by pupils;
(Paragraphs 43 and 57).
 - lack of space for indoor physical education in the absence of off-site alternatives.
(Paragraphs 10 and 57)

- (3) Ensure that there is regular communication with parents on the rationale for planned site reorganisation at Alton with consistent messages going to parents from both the centre/EOTAS.
(Paragraphs 50 and 53)

The centre should:

- (4) Ensure that there are agreed, consistent approaches to target setting through IEPs which provide:
 - clear and specific targets against which to measure pupils' progress;
 - the basis for recording pupil progress in lessons in key areas of behaviour management and personal development.
(Paragraphs 39, 40 and 45)

- (5) Ensure that formal systems are in place for staff development, induction and performance management, and for monitoring and evaluating:
 - developing practice on the Farnborough site and the impact of the new building on that site;
(Paragraphs 53 and 57)
 - the quality of teaching and learning on both sites to overcome weaknesses and disseminate good practice effectively.
(Paragraphs 20, 40 and 54)

In addition to the above the following less central issues should be addressed in the centre's action plan. The centre should:

- Establish consistency in behaviour management through reinforcement of rules/routines and agreed use of support;
(Paragraphs 21, 22, 43, 45 and 54)
- Investigate effective ways of meeting parents' concerns about the provision of homework to support reintegration;
(Paragraph 47)
- Ensure that information about special educational needs (SEN), including categories of need, is updated in line with the new SEN Code of Practice;
(Paragraph 45)
- Put in place clear and consistent grading systems across the centre for marking pupils' work;
(Paragraph 45).
- Ensure that attendance registers are well kept on both sites.
(Paragraph 46).

THE HOSPITAL TEACHING SERVICE

The Hospital Teaching Service which is part of the new Linden Centre is based at the local Frimley Park Hospital. The service was established four years ago with a purpose-built base with the creation of a half-time teaching post. The holder of this post is the current teacher in charge, who has been in post since the establishment of the service and is now part of the new Linden Centre team working an additional one-third of the week as co-ordinator for special educational needs (SENCO). This section reports on the overall effectiveness of the service and, in particular, the impact of having a designated teaching service and base on the children's ward.

The rationale for the Hospital Teaching Service came from research which showed the low level of activities and daily contact for children in hospital. At Frimley Park there is a 'school' attached to the children's ward and children are expected to come to school for up to two hours a day. These arrangements are very different from those in many hospital teaching services which provide work for children on the wards. Here the emphasis is on a different activity and location, with children going to the school, which in addition to continuity of education provides day-to-day contact, mental stimulation, engagement in a wide variety of well thought out activities, and social interaction. The nursing sister in charge of the ward sees the teaching provision as very effective, with the teacher providing high quality, valued input in a multi-agency team supporting sick children. There is a strong therapeutic impact through active and constructive work in the school as well as opportunities for social interaction. The day-to-day contact with observation by the teacher provides opportunities for feedback to the nursing staff on progress or concerns. In one example the hospital teacher working with a child found out that bullying was the real cause of an 'illness'. The teaching base is organised on a multi-purpose basis and becomes the 'Teen Zone' after school time. It is well equipped with good ICT facilities. These facilities form an essential part of the school's provision. The hospital has been active in supporting the school with its resources, for example through the purchase of lap top computers. The 'school' has also been important in raising nursing awareness of the importance of education for sick children. Student nurses have been attached to the teaching sessions in the school as part of their training.

The teacher has a varied and challenging role providing education for children with a variety of abilities and school experience and with an age range from 4 – 18. During the inspection two pupils were in the school, both boys, one in reception and the other in Year 6. The school session is carefully structured with two hours of work and a break in the middle. Both boys attended the full session, which is the expectation, with the teacher working very effectively to keep pupils busy and engaged with the skills, knowledge and experience to evaluate tiredness or feeling poorly. The teacher liaises with medical staff at the start of the day to determine which children are well enough for school. This is followed by a visit to the child on the ward to explain how the school session works and the areas of the curriculum or specific needs which would be the most useful to work on. IEPs are established and maintained for any long-stay children or those suffering from recurring bouts of illness.

Teaching is very good, with multi-talented teaching very successfully engaging pupils in a variety of very well planned activities over what is a relatively long session. This is carefully structured with activities based on a very good knowledge of pupils' needs and the ways in which they learn, for example a pupil might be clearly a 'visual' learner. Resources are very well thought out to make work stimulating and interesting; for example, ration books and identity cards from the second world war increase a pupils' understanding and interest in the way people lived and their diet during that time. ICT is used very well to support pupils' learning. There is a very good emphasis on basic skills and knowledge, for example the reinforcement of key vocabulary. Learning outcomes are clearly identified with pupils

making very good progress in the one lesson observed. Scrutiny of previous work and the detailed records kept at the base confirm the good progress that pupils make over time. The high quality of education provided by the hospital 'school' is endorsed by letters from parents who are very appreciative of what the base provides, the very high quality of teaching and the progress made by their children.

This is very effective provision and results from a highly successful partnership between Health and Education. The base is very well resourced and supported. The teacher in charge is clear about how the provision can be further improved. One priority is to get Internet access to increase the range of on-line work and opportunities for independent study. Support from schools is variable, with work generally being slower to come in from secondary schools. A particular concern is the level of support from schools for long-term patients, especially those requiring stays in hospital over a long period of time. While the base is building up its specialist resources it is clearly the responsibility of schools to provide continuity of education for pupils with recurrent long-term illnesses. The Linden Centre provides access to specialist teachers for support and advice, for example in science.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

61*

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

76

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	12	26	16	1	0	0
Percentage	4	21	45	28	2	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 one percentage point.

61* observations of teaching includes 57 graded lessons of teaching with a further 4 lessons involving outside speakers, instructors or independent pupil work.

Information about the centre's pupils

Pupils on the centre's roll

No of pupils

Number of pupils on the centre's roll	54
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Special educational needs

No of pupils

Number of pupils with statements of special educational needs	10
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Number of pupils on the centre's special educational needs register	27
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English as an additional language

No of pupils

Number of pupils with English as an additional language	2
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Attendance

Authorised absence

Unauthorised absence

	%
Centre data	10**

	%
Centre data	13**

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

**Data averaged and weighted from sites operating independently in Summer 2002.

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	50	27	
White – Irish			
White – any other White background			
Mixed – White and Black Caribbean	2		
Mixed – White and Black African			
Mixed – White and Asian			
Mixed – any other mixed background	2		
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			

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: Y1 – Y11

Total number of qualified teachers (FTE)	12
Number of pupils per qualified teacher	4.5

FTE means full-time equivalent

Education support staff: Y1 – Y11

Total number of education support staff	8
Total aggregate hours worked per week	184

Financial year	2002-2003
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	£
Total income	735,295
Total expenditure	735,295
Expenditure per pupil	£13,613
Balance brought forward from previous year	N/A *
Balance carried forward to next year	N/A *

Recruitment of teachers

Number of teachers who left the centre during the last two years	2.5
Number of teachers appointed to the centre during the last two years	3.0
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Total number of vacant teaching posts (FTE)	1.4
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.4
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0.4

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	54
Number of questionnaires returned	9

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	33	55	0	0	1
My child is making good progress in school.	22	44	11	0	22
Behaviour in the school is good.	44	11	11	0	33
My child gets the right amount of work to do at home.	22	44	22	11	0
The teaching is good.	55	33	0	0	11
I am kept well informed about how my child is getting on.	44	44	11	0	0
I would feel comfortable about approaching the school with questions or a problem.	66	22	11	0	0
The school expects my child to work hard and achieve his or her best.	44	44	11	0	0
The school works closely with parents.	55	33	11	0	0
The school is well led and managed.	55	33	11	0	0
The school is helping my child become mature and responsible.	55	11	11	0	22
The school provides an interesting range of activities outside lessons.	11	44	11	0	33