

INSPECTION REPORT

HAMMERSMITH AND FULHAM PUPIL REFERRAL UNIT

Hammersmith and Fulham

LEA area: Hammersmith and Fulham

Unique reference number: 100320

Pupil Referral Unit Manager: Karen Anderson

Reporting inspector: Jacque Cook
2351

Dates of inspection: 18 - 21 November 2002

Inspection number: 252444

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

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INFORMATION ABOUT THE UNIT

Type of school:	Pupil Referral Unit
Age range of pupils:	11 to 16
Gender of pupils:	Mixed
Unit addresses:	Years 7 to 9 Ashington Road London
Postcode:	SW6 3QJ
Telephone Number	020 7736 6140
	Years 10 and 11 Macbeth Street London
Postcode:	W6 9JJ
Telephone Number:	020 8741 7046
	Years 7 to 11 South Africa Road London
Postcode:	W12 7BP
Telephone Number:	020 8746 0990
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Appropriate authority:	The Local Education Authority
Name of responsible officer	Marianne McCarthy
Date of previous inspection:	28 September 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2351	Jacque Cook	Registered inspector		<p>What sort of unit is it?</p> <p>How high are standards?</p> <p>The unit's results and achievements</p> <p>How well are pupils and taught?</p>
9446	Helen Griffiths	Lay inspector		<p>How well does the unit care for its pupils?</p> <p>How well does the unit work in partnership with parents?</p>
2866	Bob Battey	Team inspector	<p>English</p> <p>Art and design</p>	Pupils' attitudes, values and personal development
16979	Charlie Henry	Team inspector	<p>College courses</p> <p>Educational inclusion</p>	
28106	Michele Majid	Team inspector	<p>Information and communication technology</p> <p>Special educational needs</p>	
22466	Diane Pearson	Team inspector	<p>Mathematics</p> <p>Personal, social and health education</p> <p>English as an additional language</p>	
10781	Robert Thompson	Team inspector	<p>Science</p> <p>Physical education</p> <p>Integration</p>	How good are curricular and other opportunities offered to pupils?

20024	Paul Wright	Team inspector	Design and technology Geography Humanities	How well is the unit led and managed?
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE UNIT

The Hammersmith and Fulham Pupil Referral Unit caters for 175 boys and girls aged 11 to 16. At the time of the inspection there were 155 pupils on roll compared with 74 at the time of the last inspection. There are roughly twice as many boys as girls. In Years 7 to 9, there are significantly more boys (36) than girls (7). Pupils join the unit if they are permanently excluded or likely to be excluded from mainstream or special school, are non attenders, pupils with medical needs, pregnant schoolgirls, pupils with statements of special educational needs requiring tailor made support and pupils without a school place. Most have complex needs and many have a history of disrupted schooling. As a result, their attainment on entry to the unit is often low. Numbers on roll are increasing more rapidly than usual this term with an additional 30 pupils between October and November and further pupils are due after the inspection. Just under half the pupils are from ethnic minorities, predominately Black Caribbean and Black African. Eight pupils speak English as an additional language and most of these are bilingual. Thirty-four pupils have statements of special educational needs which includes 33 per cent (16) of the pupils in Years 7 to 9 and a further eight pupils are in the process of assessment. This is a considerable increase since the last inspection since which time the unit has started to provide full-time education.

The unit has three sites: Ashington Road for pupils in Years 7 to 9, Macbeth Street for pupils in Years 10 and 11 and the recently opened South Africa Road site which takes pupils for specific subjects. There are considerable staffing difficulties in the unit, with twice as many temporary or supply teachers as those permanently employed. A recent attempt to recruit three permanent teachers was unsuccessful. This is a recognised problem for schools in the inner London area and a major difficulty in pupil referral units where pupils need the continuity of experienced staff to help them succeed.

HOW GOOD THE UNIT IS

While there are several significant problems, the unit provides satisfactory education for a broad range of pupils who have no school place and who have a multitude of social and educational difficulties. Overall, the quality of teaching is high for pupils in Years 10 and 11 and they make good progress. Teaching in Years 7-9 is generally satisfactory and pupils make satisfactory progress. Leadership and management are satisfactory in spite of circumstances beyond their control including the recent move to full-time education, the rapid increase in numbers and the high proportion of temporary teachers. These combine to make it a very testing time. A real measure of their effectiveness is in the good number of pupils that gain examination successes and the high percentage who continue their education at college when they leave. The unit operates at a relatively low cost and provides satisfactory value for money.

What the unit does well

- Ensures that pupils make good progress in personal, social and health education.
- Those who attend in Years 10 and 11 make good progress, overall, particularly in English and mathematics.
- Encourages staff to establish good relationships with the pupils, to help them to learn.
- Has a substantial amount of good teaching and learning.
- Has developed a good curriculum for pupils in Years 10 and 11 with a good range of opportunities to gain qualifications and to take part in interesting projects.
- Makes good provision for pupils' social and moral development.
- Has an effective mentoring system, which helps pupils to improve their behaviour.

What could be improved

- The progress and the behaviour of pupils in Year 7.
- The number of pupils that are returned to school.
- Provision for a few pupils in Years 7 to 9 with statements of special educational needs.
- The poor attendance of a significant number of pupils.
- The small proportion of unsatisfactory teaching and learning.
- The curriculum for pupils in Years 7 to 9 who remain in the unit for a significant length of time.

- The number of permanent staff: there are too many temporary staff, particularly at the Ashington Road and South Africa Road sites.

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

HOW THE UNIT HAS IMPROVED SINCE ITS LAST INSPECTION

It is difficult to measure improvement since the last inspection of September 1998, because of vast changes. There are now considerably more pupils and they attend full-time, rather than part time. The unit also provides a 'holding area' for pupils who cannot be placed elsewhere. In particular, there is, a group of Year 7 pupils with severe emotional and behavioural difficulties, which the unit cannot be reasonably expected to meet. The behaviour of these pupils has had an unsettling effect on the pupils in Years 8 and 9. The staff are dealing with further difficulties caused through the establishment of a third site without appropriate provision, including transport for pupils. Crucially, for the purpose of the unit, pupils are not being reintegrated into schools partly because there are not enough places available in the schools of parental choice. As a result, the number returning to school has not increased even though pupils may be ready to go back. Satisfactory progress has been made in appointing a unit manager and co-ordinators of English, mathematics and personal, social and health education, who are doing much to ensure that pupils continue to make progress from one year to the next. This has not been extended to other subjects due to the high number of temporary staff. There are now satisfactory links between staff training and the unit improvement plan. Good individual education plans have recently been developed but procedures for ensuring that statutory reviews take place are unsatisfactory. The curriculum for pupils in Years 10 and 11 has been successfully extended and includes vocational courses. Systems for monitoring and evaluating provision have improved, and it is recognised that there is further work to do. Satisfactory progress has been made in improving pupils' attendance although it remains too low. Overall, taking into account changes beyond the control of the unit, improvement has been satisfactory and there is a clear willingness on the part of permanent and many temporary staff to improve the educational opportunities for the pupils.

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

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

** Last year's IEPs could not be located. It is too early to assess progress against targets on current IEPs.

In Years 10 and 11 pupils make good progress and achieve well in English, mathematics, art and design and information and communication technology (ICT). This is because of the high quality of the teaching. The number achieving General Certificate of Secondary Education (GCSE) and Certificate of Achievement awards has increased. Overall, all pupils make good progress in personal, social and health education. In other subjects, many pupils, providing they attend regularly, make satisfactory progress and achievement with the exception of information and communication technology for pupils in Years 7 to 9, where progress is unsatisfactory because of staff changes. Additionally, pupils in Year 7 with statements of special educational needs do not do as well as they should, largely due to their difficult behaviour. Pupils are on course to meet statutory targets set by the local education authority.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the unit	Pupils' attitudes are satisfactory overall. A good proportion of pupils in Years 10 and 11 are keen to work and want to be successful in their examinations. Many other pupils have short concentration spans and are easily distracted.
Behaviour, in and out of classrooms	Pupils' behaviour is satisfactory overall. Many behave sensibly and are on the whole, polite and well mannered. The behaviour of a small but significant number of pupils is unsatisfactory, particularly those in Year 7.
Personal development and relationships	There are good relationships between staff and pupils. The personal development of many pupils improves satisfactorily, although there are few opportunities for them to use their own initiative.
Attendance	Attendance has improved but remains unsatisfactory. Almost 25 per cent do not attend despite the combined efforts of the school and the education social work service. However, unauthorised absence has decreased, notably. Strategies to educate pupils at home are being piloted, particularly for those who are on the roll of the unit because they refuse to attend school. Punctuality is unsatisfactory for too many pupils.

TEACHING AND LEARNING

Teaching of pupils:	Years 7 to 9	Years 10 and 11
Quality of teaching	Satisfactory	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.

Overall, teaching and learning are good. Learning is not as good as teaching, notably for pupils in Years 7 to 9, partly due to irregular attendance and an amount of difficult behaviour, particularly in Year 7, but also through staff changes. For pupils in Years 10 and 11, the overall quality for almost all subjects is good. The exception is humanities where teaching and learning are satisfactory. In Years 7 to 9, teaching is good in English, science and geography and satisfactory in other subjects, apart from information and communication technology where teaching is unsatisfactory. This is because there has been a gap in pupils' learning due to a teacher leaving and current plans drawn up for pupils do not sufficiently build on what they have already learnt. Literacy is taught well and numeracy satisfactorily through subjects other than English and mathematics. The needs of a significant number of pupils in Years 7 to 9 with statements of special educational needs are not being satisfactorily met, notably those in Year 7 because staff do not have the expertise to teach pupils with very complex behaviour difficulties. These pupils do not try hard enough to succeed at their work and their behaviour disturbs other pupils from doing as well as they should.

OTHER ASPECTS OF THE UNIT

Aspect	Comment
The quality and range of the curriculum	Overall, the curriculum is satisfactory. It is enriched for older pupils in Years 10 and 11, and is designed well to prepare pupils for the next stage in their life whether for further education, training or work. However,

	there are few opportunities for pupils in Years 7 to 9 to reintegrate into school and they do not study the range of subjects they should as a substitute for returning to school. This is unsatisfactory.
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Provision for pupils with special educational needs	This is unsatisfactory. The curriculum is too narrow for pupils who are entitled to the full National Curriculum and specialist provision to help pupils with very complex emotional and behavioural difficulties is not available. This is a particular problem for pupils in Years 7 to 9.
Provision for pupils with English as an additional language	This is satisfactory provision. Staff take steps to ensure that the small number of pupils learning English as an additional language learn new vocabulary and understand what is being taught. Additional support is provided as necessary. This is satisfactory.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' moral and social development is good. It is satisfactory for spiritual and cultural development.
How well the unit cares for its pupils	Provision is broadly satisfactory although there are a few unsatisfactory elements, including the lack of a policy to guide the safe use of the Internet and unsatisfactory registration procedures. Behaviour is monitored successfully and, apart from registration, so is attendance. The induction of new pupils is good, providing helpful information about their attainment and behaviour.

The rationale behind the timetable for pupils in Years 7 to 9 is unclear. A number of these pupils do not have lessons in information and communication technology. The curriculum for personal, social and health education, including citizenship, is effective, particularly for sex education and education about drug misuse. The unit works satisfactorily with parents. Procedures for ensuring statutory requirements are met with regard to annual reviews and transition reviews of statements of special educational needs are unsatisfactory but being developed.

HOW WELL THE UNIT IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the unit by the manager and the senior management team are satisfactory. Macbeth Street runs more smoothly. This is partly because there are problems with the behaviour of Year 7 pupils at the Ashington Road site and the South Africa Road site has only recently been opened and is not well established.
How well the appropriate authority/management committee fulfils its responsibilities	The management committee fulfils its responsibilities satisfactorily and has a good range of expertise. They do not visit regularly to gain first-hand information about the unit. The appropriate authority, the local education authority, has not ensured that requirements for pupils with statements of special educational needs are met.
The unit's evaluation of its performance	This is largely satisfactory. The limited monitoring of teaching and the monitoring of teachers' plans provides information on teaching and learning, which gives adequate information for senior staff. The unit improvement plan is new but has appropriate timescales for completion of targets. Analysis of data is in the early stages to establish how well pupils are achieving.
The strategic use of resources	Managers do as well as they can with three sites to use resources efficiently. Plans for the South Africa Road site to have specialist facilities for use by pupils are currently flawed partly because of transport difficulties.

There are enormous difficulties in returning pupils to schools and as a result, many remain in the unit for far too long, particularly in Years 7 to 9. The numbers of pupils on roll are rising quickly through the local education authority's policy of placing all pupils who are out of school in the unit. This includes pupils waiting for a place at a special school (those in Year 7) or those excluded from a special school. This is putting great pressure on staff. More than half of the staff are temporary and the proposed staffing structure is inadequate. Resources are satisfactory overall, but the accommodation is unsatisfactory for the numbers of pupils on roll. The unit applies the principles of best value satisfactorily.

PARENTS' AND CARERS' VIEWS OF THE UNIT

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They are comfortable with asking questions or discussing problems with staff. • They believe the unit has high expectations of the pupils. 	<ul style="list-style-type: none"> • The range of subjects studied, particularly for pupils staying for a long time in Years 7 to 9. • The number of pupils who return to school. • The amount of homework. • Pupils' behaviour.

The inspection team agrees fully with the ease of access for parents to talk with staff and confirms that on the whole, expectations are high that pupils complete their work to the best of their ability. They also agree that the range of subjects is not suitable for pupils who stay in the unit for a long period and the number of pupils that return to school is too low. The team agrees that the amount of homework set is low and does not comply with the unit policy. They disagree about pupils' behaviour as, on the whole, it is satisfactory, although there are a small number of pupils who do not behave well.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

1. Pupils in Years 10 and 11 make good progress and most pupils in Years 7 to 9 make satisfactory progress. A few pupils do not make the progress they should because:
 - A significant percentage of these pupils do not attend regularly;
 - A few have very complex behaviour difficulties that continue to form a barrier to their learning and disturb the learning of others;
 - In spite of the overall high quality of teaching, the high number of temporary and supply staff leads to a lack in continuity of teaching, from term to term, and year to year.
2. Since the last inspection there has been a considerable improvement in the number of pupils gaining accreditation in Year 11. From 2001 to 2002, entries for the General Certificate of Education (GCSE) examination have risen from 78 to 138, and entries for the Certificate of Achievement (CoA) have increased from 9 to 115. There has also been an improvement in the number of subjects pupils are able to enter. One pupil gained six GCSE grades and four others achieved five. These are largely lower grades (D-G), although three pupils gained four higher grades (A-C) each. Overall, 60 per cent of pupils gained at least one GCSE grade A to G and a further 20 per cent gained at least one CoA award. Even though the number of pupils successfully gaining accreditation has increased, the standards attained have remained about the same.
3. There are indications that the statutory targets set for pupils at the unit will be met. Satisfactory progress is made towards appropriate, individual targets set for each pupil.
4. There is very little difference between the overall achievement and progress of boys and girls or between pupils from ethnic groups represented in the unit. However, a few pupils with statements of special educational needs do not do as well as they should, which includes all pupils in Year 7. There are three main reasons. Firstly, many of these pupils have a higher rate of absence than other pupils. Secondly, the behaviour of a significant number, who have the need for special school provision written in their statements of special educational needs, is unsatisfactory and at times poor, which slows their learning. Thirdly, they cannot make progress in subjects that they do not study, as the full National Curriculum detailed on each statement is not taught.
5. Pupils' achievement and progress in **English** is good for pupils in Years 10 and 11 and satisfactory in Years 7 to 9, which is broadly the same as at the last inspection. By Year 9, pupils are achieving satisfactorily and making satisfactory progress in speaking and listening, reading and writing. Their progress is slowed through irregular attendance by a significant number and an unwillingness to settle to work by a few. However, many express themselves in an articulate way in reply to questions, and a few engage spontaneously in an informed conversation. Many read fluently and are able to extract meaning from the texts they are reading. Their writing of prose is progressing satisfactorily. There is a satisfactory use of imagery to build up effect. For example, pupils in a Year 8 lesson analysed well a school report. Showing a good interpretation of its tone and style they successfully wrote their own report. Their writing was suitably structured with an appropriate grammatical sentence structure. While much of their work is satisfactorily punctuated, spelling frequently shows a lack of knowledge of basic rules and is generally below the standard of their speaking and listening skills.
6. By Year 11, many pupils enjoy writing and work hard when analysing poetry exploring its style and cultural tradition. Their achievements and progress are good. For example, Year 11 pupils studying the poem "Nothing's Changed", developed a clear understanding of how the first part of the poem, written in English, was stilted because this was not written in the poets' own native language. Pupils' speaking and listening skills and reading are usually towards average levels. They often talk fluently and knowledgeably about familiar subjects. Several pupils can read with fluency and enjoyment, commenting on what they have read. Spelling and punctuation are below average but there is a graphic use of adjectives and an ability to concentrate on their work. While

spelling does improve, many still have problems with punctuation and presentation. There is a wide range of attainment in writing. Many pupils have problems in writing at any length, but a number write long pieces full of expression and well ordered content. They write stories, business letters and interview requests. There is a satisfactory use of information and communication technology (ICT). Pupils are suitably encouraged to draft and re-draft their work using a computer. The use of ICT is particularly helpful for pupils to succeed in using a variety of styles. A few pupils in Years 10 and 11, supported by very good teaching, achieve very well in **drama**. They are making good progress towards gaining grades in a short GCSE course introduced this year. For example, they successfully worked out the parts they would play, showing a good interpretation of Romeo and Juliet. Surprisingly, considering the needs of the pupils, drama is not taught to all pupils in the school.

7. Literacy is taught well through subjects other than English. Teachers take care to explain and teach technical language and where possible give pupils opportunities to practise their reading skills.
8. A higher proportion of pupils now take the **mathematics** examination, 44 candidates in summer 2002. Also, more pupils gained CoA award with 21 of the 26 at distinction level. However, absences and non-attendance continue to affect the standards pupils attain. Pupils, in Year 7, are making unsatisfactory progress because their behaviour and lack of concentration prevent them learning. Numeracy is taught satisfactorily through other subjects. It is not yet routinely included in all teachers' planning, as in a geography lesson, where pupils had to calculate differences in temperatures from one country to another.
9. By Year 9, pupils are achieving satisfactorily and making satisfactory progress. More able pupils square numbers and calculate areas of squares and triangles. They improve their accuracy when making calculations. Less able pupils use calculators effectively for division and multiplication and with prompting, use them to check their answers. They measure and calculate angles and solve a range of problems. The reading ability of a few pupils hinders their understanding of mathematical questions. By the end of Year 11, achievement and progress are good, for those pupils who attend regularly, which is an improvement since the last inspection. Pupils develop their understanding of geometry, identifying acute, obtuse, reflex and right angles correctly. More able pupils increase their skills in estimating accurately. When working on mathematical translations, pupils identify rotation and reflection and know how to express full, half and quarter turns correctly. A new pupil, speaking English as an additional language, has settled well and is making satisfactory progress learning the names of angles. A higher number of pupils than before are working steadily towards achieving the GCSE examination mathematics intermediate level.
10. Those that attend on a regular basis achieve well in **science**. Last year, 26 pupils gained GCSE grades from B to F. There were 23 passes in the CoA with 11 pupils gaining merits and 12 gaining distinctions. This is because of their good attitudes and responses to the subject, and the high quality of the teaching. Overall, and over time, pupils make satisfactory progress, due to the significant number of those who do not attend on a regular basis and also the changing staffing. This is satisfactory improvement since the last inspection.
11. By Year 9, pupils have a good understanding of forces and the relationship between force and area. They know that a force exerted on a small area gives a high pressure, and a force exerted on large area results in a small pressure. A good example of this was in a Year 9 lesson, where pupils established that, while standing wearing a lady's shoe with a stiletto heel, there was a great pressure exerted. By Year 11, pupils show a good understanding of the working of the human body. They explain the functions of the blood system and the types of blood vessels. In a Year 11 lesson, as well as illustrating the lessons with diagrams from science books, information from a recent exhibition in London by Professor Luther Von Hagens was used very effectively to gain pupils' interest. One pupil related her work to a recent visit to a Body Works Exhibition recalling the exhibits showing blood capillaries. In discussion, pupils showed a clear knowledge of the process, which takes place in the blood system. They also have a good awareness of related blood diseases such as haemophilia and leukaemia.

12. The achievements and progress of younger pupils up to Year 9 in **art and design** are satisfactory, which is lower than at the last inspection, partly because of the short time available for studying art and design. Pupils in Year 9, base their work on the artists Paul Gris and Piet Mondrian, and successfully produce collages and printed textiles influenced by the artists studied. By Year 11, most pupils work on a wide range of exciting two-dimensional and three-dimensional work. Due to the very good quality of teaching a number achieve well and make good progress, as at the last inspection, in their practical work to at least average standards. However, when they take their GCSE examination they are not so successful. This is because pupils are not encouraged to use sketchbooks to illustrate the progress of their work, its justification and its evaluation. They are unsure how their own styles are influenced by their studies of artists' work. Their overall attainment is not as high as it could be.
13. It is not possible to make judgements on the progress of the few pupils in Year 9 as they have very recently begun lessons in **design and technology**. Pupils in Years 10 and 11 make satisfactory progress in the narrow area studied. This is similar to the progress recorded at the last inspection. A lack of facilities prevents the teaching of food technology. Pupils study graphics and resistant materials (plastics, wood and metal). The number of pupils gaining GCSE grades has dropped from 13, including two higher grades, in the previous year, to only two lower grades last year. This is largely due to difficulties in replacing staff who have left, but also to the unsatisfactory attendance of too many pupils. This year, it is planned for the number of entries to increase and for pupils to gain CoA awards. Pupils have developed a range of essential skills including cutting, estimating, measuring, gluing, shaping and assembling. They are beginning to understand the need for careful preparation and planning. For example, in a Year 11 lesson, one pupil completed a research questionnaire using a computer to find out the essentials to be considered when constructing and designing a jewellery box. Time is taken to teach pupils to use their numeracy skills and they carefully measure dimensions and mark out their work, such as when designing a set of dominoes.
14. A few pupils are able to take part in externally accredited **motor mechanics** courses. However, since the recent move from Macbeth Street to the South Africa Road site pupils' achievement has slowed considerably due to the lack of appropriate vehicle inspection facilities at the new site.
15. The achievement of pupils in **humanities** is, as at the last inspection, satisfactory. Pupils in Years 7 to 9 started the geography course this term and Year 9 pupils have learnt already to identify weather symbols and can use a weather map to interpret data. For example, when studying population distribution they gain an understanding of the factors influencing the development of settlements. By the end of Year 11, pupils know about the historical development of Hammersmith and Fulham through the study of photographs and newspaper cuttings, which they recognise as 'sources'. Displays of pupils' work indicate that they understand tourism and environmental issues in the National Parks and have used research skills effectively to investigate holiday destination such as Florida and Salou. Pupils use the Internet to search for information about the topics, which they are studying. Each completed module of work is accredited for the CoA and the pupils achieve success at levels two and three. Plans are in place to give pupils who attend regularly the opportunity to study a short course GCSE in history. The humanities course in Years 10 and 11 includes religious education and makes a positive contribution to pupils' spiritual and cultural development.
16. In **information and communication technology (ICT)**, pupils, who attend in Years 10 and 11, achieve well as the teaching is good and often very good. They are given challenging work that makes them keen to learn. This is an improvement since the last inspection. However, a significant number do not attend and this lowers the overall achievement. The achievement and progress of pupils in Years 7 to 9 is unsatisfactory partly because the pupils have had a gap in their teaching due to staffing difficulties and also because too many, half the classes, do not have ICT lessons. Additionally, the use of ICT in other subjects is insufficient and not as good as it was at the last inspection. By Year 9, most pupils are able to use basic word processing skills to help them to present work. They have created and entered text and numbers into databases and are able to search the Internet using a variety of search engines. However, many have very

poor keyboard skills and find independent work difficult Pupils attend the local City Learning Centre on one of two afternoons a week, where they are creating a presentation containing still images, sound and video images. The four who were present in the session observed during the inspection week made good progress learning to use a digital camera and to transfer the photographs to the computer.

17. By Year 11, pupils use word processing and desktop publishing. They operate the tab key, change fonts and put footers onto their work. They control a screen turtle well and use their desktop publishing skills to make birthday cards and business cards and design flyers and certificates. They consider the appropriate use of colour and fonts and evaluate work accordingly. Pupils create their own compact discs (CDs) and make very effective CD covers, using scanned pictures and pictures they have obtained from the Internet. The teacher has written her own course, which is effective and covers all the basic of word processing, desktop publishing, spreadsheets and control work. This prepares pupils well for public examinations. Good use is made of unsatisfactory accommodation, which is small and lacks a whiteboard for teaching purposes.
18. Pupils make good use of **leisure activities** outside the centre and make good progress, for example, in football coaching sessions held at a local professional football club. The session was well led by a professional coach and pupils learnt well. During **sports science** lessons, pupils make satisfactory progress towards understanding the effects of exercise on their bodies and the need to warm up before and cool down after an activity. They used this knowledge to ensure they did not pull muscles in the football session. Pupils practised skills and used them effectively in a game. They developed new skills and knowledge and discussed tactics. Pupils in Years 9, 10 and 11 participated in an African Dance session at the South Africa Road site. The physical and creative effort of the pupils (and staff) was tremendous. They worked extremely hard, concentrating on their sequence of steps and creating patterns of movement to match the mood of the music. This area of learning makes a good contribution to pupils' spiritual, moral, social and cultural development.
19. **Overall, progress in general studies** is limited and at times unsatisfactory because of infrequent attendance of a number of pupils. Although the teacher is temporary, interesting topics are chosen including citizenship, law, environmental issues, interview skills, world resources and politics. During the inspection, pupils were involved in discussion with the teacher who gave good examples as to what constitutes a debate. Pupils are very open and articulate when discussing topics they understand such as misuse of solvents. They are also prepared to put forward their ideas in areas where they have less knowledge, for example, the parliamentary system or where taxes are spent.
20. Pupils, who attend, achieve well in **personal, social and health education (PSHE)**. This is a satisfactory improvement since the last inspection. By Year 9, pupils have learned about relationships including family conflicts, teenage pregnancy and parenting. They have an understanding of healthy eating and the potential dangers of drugs including tobacco and alcohol. As part of **citizenship**, pupils have explored the effects of the media and crime. During a lesson with Year 8 pupils they successfully word-processed a report of a video programme on bullying. One pupil wrote, "If I was bullied in school, I would tell my form tutor or tell my parents or brother." By Year 11, pupils have increased their understanding of the use and misuse of drugs. During one lesson, pupils showed a clear knowledge of the definitions of drugs and their use for medication. A pupil in Year 10 was heard to define peer pressure successfully as "being forced to do something for fear you won't fit in".
21. Older pupils learn well on **college courses** and make good progress. This is as the result of their enthusiasm for the subjects they have chosen, the high quality resources and the more adult environment of the college. Pupils begin to learn skills that will provide a good basis if they choose to study the area further, as well as to learn skills that they can use in everyday life. For example, in hair and beauty, pupils learn how to take care of the skin. In the catering option, pupils learn more about the importance of hygiene. Pupils increase their skills with basic kitchen equipment as they prepare a meal to take home. They also practise their information and

communication technology skills as they search for recipes on the Internet and their basic number skills when they shop for ingredients at the supermarket. In drama, pupils increase their understanding of how to work with others as part of a team. They develop increasing skills in presenting themselves at their best and taking into account to whom they are talking.

Pupils' attitudes, values and personal development

22. The attitudes of pupils are satisfactory overall. Changes in the nature of the unit make comparison with four years ago unhelpful. There are a high number of pupils who do not attend regularly and have not developed a positive attitude towards their education. Also, a number of pupils have short concentration spans and will give up easily when faced with work they perceive as difficult. However, the unit places high value on raising the aspirations of pupils and encourages them to value their education. Many pupils who attend, appreciate the support and encouragement they receive from staff and they show that they want to learn. They show satisfactory levels of interest in their lessons and other activities. Many ask relevant questions and respond well to their teachers. For example, older pupils are interested to know the reasons behind the behaviour of Romeo and Juliet and are able to offer mature and convincing explanations, relating sensibly to their own life experiences.
23. For a majority of older pupils who attend regularly their desire to make up the lost ground caused by their disrupted schooling is good. Their capacity for personal study is mainly satisfactory. Though pupils may lack confidence in their own ability, with good teaching, they quickly settle down to tasks in lessons working at a good rate. On occasions they show good degrees of enthusiasm and motivation. They concentrate well throughout the lessons and seek help from their teachers as needed. For example, pupils in a Year 10 art and design lesson worked very well on their own activities completing lino prints and posters. They responded very well to the very good teaching and the high level of challenge making very good progress as a result.
24. Behaviour is satisfactory, both in lessons and around the unit. On the whole, pupils act with courtesy and consideration. They socialise well together during breaks establishing purposeful relationships in a harmonious manner. Most pupils are polite and considerate to each other and to adults working in the unit and to visitors. For, example when Years 10 and 11 pupils came to collect their work, which inspectors were sampling, they said, "Excuse me" and "Thank you." However, the increasing number of pupils being admitted with more complex difficulties and those with statements for their social, emotional and behavioural needs, particularly pupils in Year 7, but also older pupils, is disrupting lessons at the Ashington Road site. Their behaviour is unsatisfactory. A number of pupils are leaving lessons, at this site and at the South Africa Road site, both with and without permission. Unless staff tackle the difficulties quickly, they cause disruption to lessons. Overall, there is very little oppressive behaviour, bullying, sexism and racism. A small amount of bullying does occur and there are the occasional racist or sexist remarks. These are dealt with effectively by staff. Pupils respond well to explanations they are given regarding why they should not behave in such a way.
25. Relationships between all members of the unit community are good. Pupils demonstrate concern for their fellows, for example in an incident in a Year 10 and 11 drama lesson when a few pupils who were not expected to attend did so. Here the pupils who usually attend were anxious to let their fellow pupils take part in what they considered was a valuable lesson. Guided by staff, pupils' responses to inappropriate behaviour are positive. Most have come to terms with their inappropriate behaviours and make amends for it. Many pupils have learnt the moral significance of right and wrong. The unit's records show that most pupils are unable to cooperate with adults or other pupils when they are admitted to the unit for the first time. However, many rapidly begin to join in individual and group activities in a similar way to pupils in mainstream schools.
26. The unit's attendance, which was an issue at the last inspection, has improved. The amount of unauthorised absence has reduced by more than 30 per cent. However, it remains unsatisfactory, despite the best efforts of staff and the educational social welfare service. . One problem is that of the significant number of pupils who are placed on roll because of poor attendance at previous

schools and continue to refuse to attend at the unit. Steps are being taken to introduce alternative ways of learning, for example, using the Internet to ensure these pupils receive their education. Attendance rates last term were 76.3 per cent with unauthorised absence at 16.5 per cent and authorised absence at 7.2 per cent. Figures for the current term show rates of 77.4 per cent for pupils in Years 7 to 9 and 74.3 per cent for pupils in Years 10 and 11. The attendance rates for pupils with statements of special educational needs are particularly low, especially in Years 10 and 11, where figures so far for this term are at 56 per cent. In about 15 per cent of lessons, inspectors found either no pupils or only one pupil when there should have been more. The split sites contribute to these problems: pupils register in the morning at the main site and then, when transferring elsewhere, do not get to the other site. Punctuality is a problem for many pupils and is not improved by the recent introduction of varying start times at the South Africa Road site.

27. There were ten fixed term exclusions last year, a relatively low figure. However, there have already been five so far this year, partly due to the increase in numbers and the provision of full time education. Three have been for bringing, or being under the influence of, drugs on the premises and clearly demonstrate that such behaviour is not tolerated. Procedures were properly followed.

HOW WELL ARE PUPILS TAUGHT?

28. The overall quality of teaching and learning is good. However, since the last inspection, whilst there is still a proportion of good teaching there has been a reduction in very good and satisfactory teaching. Also there is now a small, but significant amount of unsatisfactory teaching. This represents deterioration in quality and is partly, but not entirely, due to the high number of temporary teachers, as a high proportion of the very good teaching and learning is by temporary teachers. As at the last inspection, the quality of teaching and learning is good for pupils in Years 10 and 11 and satisfactory in Years 7 to 9. This clearly demonstrates the effect of the higher number of temporary teachers at the Ashington Road site, Years 7 to 9: At the time of the inspection, two of the three permanent teachers were absent and there were nine temporary teachers.
29. The key factor, in successfully helping pupils to learn in the unit, is the very high quality of the relationships that the teachers quickly develop with members of their classes. They take time to listen to their difficulties but have very clear parameters to ensure pupils learn as well. Even teachers who have been in the unit for a short period adopt a similar approach. A very positive feeling is generated through praise and encouragement, which helps to build pupils' confidence and makes them want to learn. Often pupils can be cajoled into doing something they do not wish to do through the use of persistence and gentle humour. In an art lesson, for example, after discussion about ironing being 'women's work' and an offer to do most of it by a classroom assistant, a boy ironed all his batik work to remove the wax so it could be mounted and hung. The strength of the relationship between the teacher and the pupil often makes the difference as to whether a pupil remains in a lesson, or leaves.
30. Where teachers plan a series of varied activities and use a range of methods to keep pupils' concentration at high levels then learning is good, for example in a geography lesson, weather symbol bingo was used as a starter, then a matching game and finally an exercise using a weather map. The whole session was rounded effectively with a summary of what they had learnt, giving pupils a sense of accomplishment. In this instance and in other similar lessons, unsatisfactory behaviour was not allowed to check the flow of the lesson. A few words, a warning and then a phone call to ask for the pupil to be taken out of the lesson took seconds and the lesson carried on. After a short while, the pupil returned and settled to work. Unpleasant comments made from one pupil to another, in the same lesson, were dealt with effectively with a swift 'no put downs' and by directing pupils back to their weather symbols. Most teachers of Years 10 and 11 and many teaching Years 7 to 9 deal with difficult behaviour well, consistently using the unit system so pupils are aware what is expected of them. There are instances when teachers have to manage interruptions from pupils who are out of other classes. This is accomplished with varying degrees of success. In the best examples, pupils are speedily sent on

their way and teaching resumes smoothly and quickly. In other instances, lessons are disrupted as pupils in the group join in with the disturbance.

31. Most teachers use questioning very effectively. They skilfully draw out of pupils what they know and use practical examples to help them remember new information. For example, in a Year 11 science lesson, pupils could recall the role of platelets in the blood by thinking about policemen holding hands (the platelets) to keep the crowd (the blood) from going where it shouldn't (escaping from a wound). Many lessons end with question and answer sessions to recall what has been learnt. This also gives the teacher good information about the levels of pupils' knowledge and understanding. Pupils who speak English as an additional language are helped to learn satisfactorily through teachers checking their understanding and ensuring new words are taught effectively.
32. The quality of lesson planning is mixed. There are good examples in English and mathematics where planning is detailed and particular attention is paid to meeting the needs of each pupil. This is firmly based on the longer term plans (schemes of work) and ensures that pupils make at least the progress they should and they often do better than would be expected. The planning for design and technology lessons has a weekly focus and makes clear how work will be assessed, for example in the design of a jewellery box. Work is well marked, often with helpful comments so pupils know how they can improve. Assessment of pupils' progress towards accredited courses is done well so pupils know what standards they are achieving. Basic skills are taught satisfactorily for pupils in Years 7 to 9 and well for those in Years 10 and 11.
33. Weaknesses in teaching and learning are often based on low expectations of work and/or behaviour. During the afternoon sessions, 'bodyworks' for Years 8 and 9, activities such as cutting out and sticking cut out body parts were too easy and teachers did not deal effectively with pupils' unsatisfactory behaviour.
34. In a number of lessons, pupils arrived late and lessons started late. Time for pupils to learn is further shortened because a few teachers allow pupils to leave the room. At Ashington Road, for instance, the learning mentor spends a great deal of time intervening and returning pupils to classes. Occasionally he is not aware that pupils are out of class unless they cause disturbances by going in and out of other classes. Pupils leaving classrooms represent a problem at the South Africa Road site, although at times, there are additional pupils on the site because they have not gone to the Macbeth Street site for their lessons. The quality of learning for pupils taught at the South Africa Road site is impaired because classes have to be left for teachers to answer the telephone.
35. On the whole, teachers do not have the expertise to successfully meet the needs of the pupils in Year 7 who have very complex behaviour difficulties. These pupils do not learn well. Although many teachers plan interesting lessons, because these pupils find it difficult to concentrate and are unwilling to work they make very few gains in knowledge or understanding. Additionally, there are instances where teachers' subject knowledge is unsatisfactory. This is evident in the restricted use of information and communication technology and in the teaching of numeracy through subjects other than mathematics. Temporary staff do not always have sufficient guidance on what should be taught to match the National Curriculum requirements and the needs of the pupils successfully. Classroom assistants are employed at the Ashington Road site. They work well with individual pupils providing an appropriate level of support to help them to maintain their concentration and learn effectively. At times they are not briefed as well as they should be which leads to misunderstandings. For example, in an art and design lesson, the teacher had to correct information given concerning the framing of work. The learning of too many pupils with special educational needs in Years 7 to 9 is unsatisfactory. Teachers do not take into account sufficiently the reading and writing problems that a number of pupils experience.
36. In **English**, the quality of teaching and learning is good, overall, and literacy is taught well. This is shown clearly in the teachers' good knowledge and understanding of the subject and in the preparation of carefully chosen materials matched to the pupils' assessed needs. The planning of lessons is good, using well-developed schemes of work (plans of what is to be taught from year to year) and the results of reading and spelling tests. The good marking and assessment of pupils'

written work ensures pupils build on their learning and increase their knowledge and understanding of the subject. Homework is set, particularly for the more able pupils. Teachers give clear explanations and encourage pupils to use appropriate vocabulary effectively, such as 'monosyllabic', 'simile', 'phrase' and 'context'. There is satisfactory use of information and communication technology to encourage pupils to draft and redraft their work and present it well.

37. The quality of teaching and learning in **mathematics** is satisfactory for pupils in Years 7 to 9 and good for older pupils. The co-ordinator who is the teacher of Years 10 and 11 has good expertise, which is shared as much as possible through teaching two lessons and talking with staff on one morning a week at the Ashington Road site. Work is marked with supportive comments, which encourages pupils to work neatly and accurately. Little homework is given, although pupils do have the opportunity to complete course work in school. The very good use of correct terms by teachers ensures pupils are developing a mathematical vocabulary; for example, the opposite function of multiplication and transformations. The pleasant manner of the teachers and the good explanations help pupils to concentrate, understand and complete their work. The use of information and communication technology is unsatisfactory. The teaching of numeracy through subjects other than mathematics is satisfactory overall.
38. **Science** is well taught and pupils learn effectively, even though both teachers have temporary contracts and there is no overall co-ordinator to co-ordinate science. This is because teachers have good subject knowledge and use practical examples to illustrate what they are teaching. For example, practically demonstrating the difference between holding the same weight by string or by a strap. Activities that pupils often enjoy but find easy are made suitably difficult. A word search has a time limit strictly imposed and pupils rise to the challenge of finding the scientific words.
39. Overall, in **art and design** the quality of teaching and learning is good. The teaching and learning of pupils up to Year 9 is predominately satisfactory and at times good. There are occasions, in Years 10 and 11, where teaching and learning are very good. Teachers apply their good subject knowledge well. Although specific strategies to improve GCSE grades such as the use of sketchbooks to show how work is built up are not included. Clear lesson planning ensures that work and appropriate resources are selected well to match to the individual needs of the pupils. In this way pupils improve their skills. Teachers give good levels of support and encouragement. For example, work is displayed attractively and often pointed out to illustrate a particular aspect or technique.
40. On the whole, the teaching and learning of **design and technology** are good, for pupils in Years 10 and 11. There is insufficient evidence to judge the quality in Years 7 to 9, as the temporary teacher is very new and has only just started teaching a few Year 9 pupils. Teachers have good subject knowledge and high expectations of what pupils will achieve despite low attendance levels. Interest is gained and sustained through carefully chosen activities. Pupils in Year 9, pupils, for example, make mobiles on the theme of health and safety. Teaching and learning of the **mechanics** sessions are unsatisfactory at present because of the difficulties in teaching a practical subject without necessary workshop facilities.
41. Teaching and learning are satisfactory in **humanities** and at times, good, notably in geography for pupils in Years 8 and 9. The pupils respond appropriately to the teachers' high expectations regarding work and behaviour. In lessons they are attentive and become very involved in interesting and suitably difficult activities. For example, a competition answering questions is greeted with enthusiasm. As a result of well-structured lessons, pupils treat their work seriously, making reasonable efforts and sustaining concentration.
42. The quality of teaching and learning in **information and communication technology** is unsatisfactory in Years 7 to 9. This is because pupils were not taught for a while after their teacher left last term and a temporary teacher has only recently been appointed. Planning for lessons has been completed for this half term but without the use of assessment information. As a result, pupils are not building on previous knowledge and this slows their progress. Teaching and learning in Years 10 and 11 are good and often very good. The teacher has very good subject

knowledge and very good relationships with the pupils. High expectations of hard work and good behaviour result in all the pupils concentrating and being able to work independently. A clear focus on the importance of information and communication technology in the wider world and in future careers encourages pupils to try hard and do well in the subject.

43. Only a few lessons of **physical education** were seen during the inspection, so it is not possible to make overall judgements about quality. Pupils improved their performance well in dance as they were inspired by the enthusiasm and high expectations of the teacher. They make clear gains in their learning when coached by experts, for example, from the local football club.
44. The quality of teaching and learning of **personal, social and health education and citizenship** is good for older pupils. It is satisfactory overall for pupils in Years 7 to 9, although there is a significant proportion of lessons where teaching and learning are good. Teachers plan satisfactorily from a clear and detailed scheme of work (what is taught from year to year). This is prepared by knowledgeable co-ordinators and gives good guidance. However, lessons are not sufficiently monitored and as a result, the quality of what is taught varies, particularly for the younger pupils. Learning mentors have a very effective role in supporting teaching and learning of this subject. **General studies** is taught well and pupils that attend, learn well.

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

45. The quality and range of learning opportunities offered to pupils are good for pupils in Years 10 and 11 but unsatisfactory for pupils in Years 7 to 9. Although this may not seem to be an improvement since the last inspection, satisfactory progress has been made in a number of areas. One important factor is that most pupils attending the unit are now offered full-time education that includes the main subjects of English, mathematics, science and personal, social and health education and also humanities, creative and physical activities. Information and communication technology and design and technology are not taught to all pupils. Strategies for teaching literacy have been well implemented and promote pupils' literacy and oracy skills. Strategies for developing numeracy are satisfactory due to the high numbers of temporary staff where skills are not so embedded. Additionally, pupils in Years 10 and 11 have a broader range of accreditation including suitable vocational opportunities and far more pupils are studying for accreditation.
46. The provision for personal, social and health education is a strength. It is taught as a subject in itself and also within other subjects of the curriculum when opportunities arise. The programme of sex education and education about drug misuse is good and citizenship is being introduced successfully, often, for older pupils through a general studies course. There are comprehensive schemes of work covering citizenship, the environment, health, careers and economic and industrial awareness.
47. The curriculum has been further broadened through a good range of initiatives. The School's Teenage Pregnancy Project (STPP) has run for three years with small groups of pupils in Years 10 and 11 and the first course was run for younger pupils last summer. It is for boys as well as girls and highly regarded by pupils. Last year a group worked with Youth Culture television to make a television documentary. A further six pupils participated in the Whose London Project and made a short film presentation on an aspect of their lives. Specific initiatives to help pupils improve their lifestyle such as the Youth Inclusion Programme, Youth at Risk and the Youth Link Intervention Service are effective. Pupils attend the annual Over to Youth Conference and pupil representatives attended the Connexions London West Conference. All pupils are involved in the local education authority Community Safety Unit programme where the unit's bullying policy was established and a video made about violence. Through the work of the Youth Service and mentors in the unit, strong links are made and pupils are encouraged to participate in service provision such as youth clubs in the area. The mentoring service provided is also very effective in helping pupils to succeed and improve.

48. The introduction of full-time provision has been relatively successful, particularly taking account the very large numbers of pupils that are involved. Since September 2002, the pupils in Years 7 to 9, at the Ashington Road site, have been offered just over 20 hours of taught time. This is still low for pupils aged 11 to 14 and gives insufficient time for them to study subjects in depth or a wider range of activities to aid a smoother move back to mainstream education. There is no clear basis for the number of lessons in each subject timetabled for each class. Not all classes are taught information and communication technology and only one group studies design and technology. Several classes have one 45-minute art lesson each week others have two. Last term there was a weekly session that gave pupils a limited experience of 'mixing' music but this has not been continued this term, so the creative part of the curriculum is weak. Three classes, originally identified as those where pupils had low reading ages, are targeted for literacy support. A further five pupils also have literacy sessions which provide good extra support. Reading sessions on four days a week for each tutor group give additional time for pupils to improve. However, the quality of these sessions varies from very good to unsatisfactory, largely depending on how willing the pupils are to participate.
49. The professional development course is a promising initiative for pupils in Years 8 and 9. Although it is in the early stages, it has the potential of providing very good support once the pupils attending are consistent. There are few girls in these year groups and staff are rightly alert to their needs. As a group, they attend a dance session together once a week. The range of physical activities is good and includes rock climbing and dry skiing as well as football coaching.
50. There are difficulties at the Ashington Road site caused through the very large proportion of temporary staff. Courses may be started but are changed when staff leave or join, for example in information and communication technology and design and technology, and quality varies according to expertise. Five pupils in Year 9 are temporarily based at South Africa Road site, largely because it is closer to their home and they have attendance difficulties. The curriculum for these pupils is poor. It is not full time and does not include English, mathematics and science. Plans to offer high quality subject specialist facilities at this site have not been realised partly due to difficulties in recruiting staff. Equipment, teaching materials and transport for the pupils are still being organised.
51. There are few opportunities for pupils, particularly in Years 7 to 9, to reintegrate into mainstream or special schools. Eight pupils were returned to school last year. This is a small proportion of the pupils that join the unit. A parent's comment, which was supported by others, highlights the cleft stick of this unit's provision. "For the short term, the narrow range of subjects is fine but, in the longer term, it reduces opportunities and makes return to mainstream even more unlikely". This is unsatisfactory and does not support aims to include pupils. For example, a pupil who has spent some time abroad, now has no school place so is allocated to the unit and the week following the inspection, a number of refugees were due to be interviewed following their referral for places.
52. The curriculum for pupils in Years 10 and 11, although low on total time at 22.5 hours, is relevant. Pupils are able to gain accreditation at appropriate levels. There are GCSE courses in science, art and design and technology as well as mathematics, English and English literature. Short courses in drama and history leading to GCSEs have been introduced this year. Pupils complete CoA in English, mathematics, science, humanities, information and communication technology and drama.
53. The work experience programme for older pupils is effective for those who participate. This was less than half the pupils last year, although a few would not need to be included as they had already taken part in work experience programmes in their previous schools. A wide range of employers are involved including well-known stores, a primary school, a football club, television studio and children's zoo. The Imperial Wharf Project is very successful in giving pupils a range of experiences and making links with college courses for many. A few gained the EdExcel Skills for Working Life award 'Producing a Product Unit' or 'the Introduction to Skills for Work and Information Technology units'. A few others gained the General National Vocational Qualification (GNVQ) unit Preparing for Employment at the foundation level. Plans are already in place for

block work experience placements in Spring 2003, plus careers related work advising on guidance and training plans.

54. There are well-established and valuable links with the local college of further education. Many pupils attend the college for half a day each week as part of their Years 10 and 11 studies. This provides an opportunity to see what college is really like and, as a result, encourages many to enrol on a full-time course after leaving the unit. One former pupil explained how the college link had helped him a great deal. It allowed him to go to college with confidence and be successful. He is now studying for a higher education qualification. Pupils choose from a broad range of vocational courses. These include hair and beauty, catering, construction, drama and hospitality and catering. The range of subjects varies to an extent each year, depending on the choices of pupils and where the college is able to provide suitably experienced staff. Liaison with the college is good, with discussion about pupils and their needs as they start to attend and with ongoing support afterwards. This preparation and support is successful and very few pupils do not attend regularly. A health and social care course and performing arts course are about to be introduced during this term. This is good provision for the pupils who attend, however, at the moment there are only 18 pupils involved, due to staffing difficulties at the college. This is much lower than in previous years when many pupils have gone on to college at the end of Year 11.
55. As well as links with the local college there are other good links with the community. Visitors to the unit, such as the careers' adviser, representatives from Connexions and work experience opportunities all enrich the curriculum. Pupils are offered satisfactory extra-curricular programmes. The most successful, which builds independence and confidence, is a residential experience in Wales where pupils have opportunities to canoe, ski, climb and take part in orienteering. Pupils also have the use of the Riverside studios for drama.
56. The provision for the 16 pupils in Years 7 to 9, with statements of special educational needs is unsatisfactory. The considerable increase in the number of pupils with statements of special educational needs to 34 has placed pressure on the staff at the unit. Five Year 7 pupils are awaiting places at a special school and, the appropriate authority agrees, have been inappropriately put on the roll of the referral unit. Their progress is unsatisfactory, particularly in terms of improving their behaviour adequately. Further, at the time of the inspection, provision was for mornings only. Other pupils with statements of special educational needs at this site do not always have an appropriate timetable to meet their needs. For example, in the class where they are placed, the number of English and mathematics sessions may not be sufficient to improve their basic skills. None of the 34 pupils throughout the referral unit have the requirements of their statements met, to be taught the full National Curriculum. A significant proportion have been excluded from special schools.
57. Leisure activities and good use of the community enrich the curriculum for most pupils. A good example of this work is the football coaching involving Queens Park Rangers football club, who provide not only qualified coaching but also transport for pupils from different sites to the club's training ground on South Africa Road. A local dry ski slope and rock-climbing wall are also used. Provision is made for leisure activities to be available at break times. Table tennis is very popular and there is a high standard of play in all units, developing pupils' social and moral skills and well as their physical skills.
58. The provision for spiritual development is satisfactory. Pupils do not follow a course in religious education although the humanities course for pupils in Years 10 and 11 has a religious studies element. The travel and tourism course also has a section considering comparative religions and makes a positive contribution to pupils' spiritual education. The unit's aims to value pupils' questions and give them space for their own thoughts, ideas and concerns are followed through in many tutorial sessions. Pupils have opportunities to reflect on their own behaviour. In personal, social and health education, pupils learn about themselves when exploring human feelings and relationships and how they affect other people. They are brought face to face with life and death in their work on drug misuse and when reading a touching pen portrait of teenage fathers, one whose baby had suffered a cot death and who still wanted the child to be included in the education pack for the teenage pregnancy course.

59. The provision for pupils' moral and social development is good and is particularly effective in helping pupils build strong relationships with staff. Powerful role models are provided by staff who demonstrate good manners and consideration for others and the environment. There is an emphasis on being positive with pupils, and praising them for what they have done right. The learning mentors give a very effective contribution to helping the pupils to develop qualities of honesty, self-respect and respect for difference. The learning mentor for Years 7 to 9 particularly supports social and moral development. There is a student charter displayed, which gives what the pupils should expect and what the unit expects from them. Pupils are taught about the fight for civil rights in the United States and world problems. During a Year 11 PSHE lesson with the learning mentor, pupils were shown clips from a television film on shoplifting and the mentor initiated a discussion on the moral issues associated with shoplifting. There are displays giving advice about drugs and racism and useful topical newspaper articles such as "I'm pregnant at 12". At the Ashington Road site, work on eliminating bullying is supported effectively through a thought-provoking display showing how bullying starts with children in school and how it might end, with pictures of mass killings and genocide. The sex education programme makes a good contribution to moral and social education. Opportunities are made for pupils to work cooperatively in a team, for example to play football or participate in dance routines. They learn a great deal about fair competition and winning and losing in table tennis sessions. Citizenship and the general studies course provide effective information to help pupils develop their own opinions. Pupils' social development is enhanced by opportunities to work with adults in other settings, for example, through college links and work experience.
60. Pupils' cultural development is satisfactory. The work of a wide range of artists is explored and analysed. Pupils in Year 9 have studied the work of artists including Lichtenstein and Mondrian and also art of other cultures such as Peru. At the South Africa Road site examples of expressionism and surrealism are displayed. Part of the emphasis on and encouragement of reading in Years 7 to 9 includes a display of multi-cultural writers, such as Maya Angelou. Books and poetry for older pupils' examination work is carefully selected. Shakespeare is studied and used as part of drama. During an English lesson, pupils studied a poem about apartheid and this led to an interesting discussion about the morality of such a system and the cultural aspects of black South Africans. The theme is carried over into dance where pupils create and perform a sequence of movements to African music. Many of the staff at the unit are from abroad and give good insights into life in other countries.

HOW WELL DOES THE UNIT CARE FOR ITS PUPILS?

61. Health and safety procedures are satisfactory overall. The overall levels of care have continued since the last inspection, such as the good safety practice in practical subjects including, design and technology and science. However, there is no policy for ensuring pupils' safe access to the Internet. Procedures for recording attendance are unsatisfactory and occasionally, inaccurate. It is difficult to ensure the whereabouts of pupils who transfer from one site to another or who are due to attend college. Registration problems are being dealt with as a matter of urgency. Accident books on all sites are properly kept but the loose-leaf format for recording incidents in each base is unsatisfactory. At present, there are no procedures on the South Africa Road site for ensuring that necessary details of pupils' medical conditions are available for staff.
62. A specialist team provides very effective support for those pupils who are unable to attend school because of long-term medical problems. They are given home tuition and carefully monitored. The co-ordinator for pupils in care also provides very good support. She liaises with children's homes, monitors attendance and conducts multi-agency meetings. Both co-ordinators visit families at home as part of the induction process.
63. The two-day induction process for new pupils is effective, assessing both their academic performance, particularly in literacy and numeracy skills and behavioural status. There is a concerted effort to obtain information and course work from pupils' previous schools. All pupils receive target books and targets are agreed with both pupils and parents. The tutor to pupils in Years 7 to 9 visits all new pupils at home shortly after their referral. This is very effective in forming links with parents.
64. Tutors have an overview of the work and behaviour of each pupil in their tutor group. Pupils have regular tutorials when they complete their target diaries and discuss their targets for the day, for example, "not to disturb others". If the pupils have a statement of special educational needs, the targets are taken from their termly individual education plans. Pupils discuss the "positive postcards" and merits they have received and review their work. Although initial discussion in these sessions is often good, in a few time is wasted as too little work is planned. As a result, pupils' attention drifts and they do very little. Self-assessment sheets for pupils in Years 10 and 11 are effective in helping pupils to appreciate the effort required for their modular course work. College and work placement links are involved in celebrating with Year 11 their examination and work success with a well presented Record of Achievement.
65. The recently appointed special educational needs co-ordinator for Years 7 to 9, together with the educational psychologists, have set clear targets in individual education plans for those pupils with statements of special educational needs. It is difficult to assess how effective individual education plans have been in the previous year because they could not be located and neither could important documents showing whether annual reviews and transition reviews had taken place. Monitoring of this provision is unsatisfactory.
66. The monitoring of behaviour is good as it was at the time of the last inspection. Pupils in Years 7 to 9 carry their merit sheets with them for all lessons: these contain their individual targets and are monitored by each teacher at the end of each lesson. Postcards annotated by staff, for particularly good work, good behaviour or teamwork build towards prizes. The pupils value these and they are highly effective in demonstrating to them how well they are doing. Pupils in Years 10 and 11 have target books, which are similarly monitored and which also build towards tangible rewards. All pupils have a contract with the unit, which includes targets for punctuality and good behaviour. The personal, social and health education programme supports pupils' personal development, through, for example, sessions on anger management. The mentoring system is very effective in helping pupils with particular problems. The programme is very carefully reviewed and monitored and there is good co-operation with tutors. At the Ashington Road site, the mentor has, at present, a key role in dealing with day-to-day behaviour difficulties. Contact with many pupils outside of the pupil referral unit, including a youth club and visits to homes, has developed a strong relationship between the mentor and the pupils. This is used to great effect when dealing

with those who have left lessons or who are being disruptive. A quiet word, encouragement to comply and/or a firm outline of options and consequences for decisions made often have the desired effect. Learning mentors and youth workers are effective in overseeing pupils with behaviour difficulties and helping them to understand the consequences of their behaviour. There are close links with the Youth Offending Team and the local police.

67. Procedures for monitoring attendance are satisfactory in spite of difficulties with the registration process. If pupils do not arrive at morning sessions, staff telephone them as soon as possible the same day. Class registers are checked at the end of the day and calls made to pupils' homes the same day. Parents or carers are informed as soon as possible if the pupil does not make contact. Many pupils have problems completing a full week and short sessions are negotiated with them. This has helped a few pupils improve their previously poor attendance. The education social worker visits the school weekly to check attendance registers. Pupils with very low attendance are monitored and action is taken.

HOW WELL DOES THE UNIT WORK IN PARTNERSHIP WITH PARENTS?

68. Partnership with parents is satisfactory. A very small number of parents responded to the questionnaire and attended the meeting. Whilst their views may not be representative of parents as a whole, a few parents attending a further meeting, organised at the site for pupils in Years 7 to 9 during the inspection, expressed similar views.
69. Their views are mixed. All parents felt comfortable about approaching staff at the unit with questions or problems, although from comments made it was clear that a few had not talked with staff about their concerns. Most were satisfied with the range of activities outside lessons and the majority of parents felt satisfied with their children's behaviour and progress and with the quality of teaching. However, a substantial minority was dissatisfied with all these aspects, with information about pupils' progress and with the management of the school. A very high proportion of parents were concerned about the amount of homework given to their children. Concern was expressed about what was taught and the few opportunities for pupils to move back to schools. These are similar to the findings of the last inspection.
70. Parents seemed unaware at the meeting of many aspects of the unit's work. However, the information provided for them is satisfactory. Newsletters are sent out when there is a need for information to be given to parents, although there have been none for some time. The brochure describing the unit is very brief and informative, but does not explain the unit's function or practice. However, parents are invited to be part of the induction process and many attend. Targets are agreed with them as well as with pupils. If pupils become involved in the mentoring process, parents are informed and invited to meetings. Termly meetings are held with parents to discuss pupils' progress and attendance at these meetings is good.
71. Reports are satisfactory in English and science and include good details of pupils' personal development. However, they are often too descriptive of what pupils have done rather than what they know, understand and can do. Too few parents of pupils with statements of special educational needs attend the annual reviews of the statements. This is an area that is identified for improvement in the unit improvement plan. Parents of pupils with severe medical problems and the carers of children in care are very well involved in pupils' reviews. The unit's staff make considerable efforts to involve parents in their pupils' education, but parents are not always responsive. No parents help in the unit but many are very well supported on an informal level by staff. A leaflet explaining the homework policy is given to all parents. Appropriate homework is given to pupils in English, in science and at times in mathematics. This supports pupils' work well but parents seem unaware of the current homework policy of the unit.

HOW WELL IS THE UNIT LED AND MANAGED?

72. As the appropriate authority, the local education authority is clear about the role that it requires of the pupil referral unit. This is very broad and a 'catch all' for pupils who are out of school for whatever reason. This is unsatisfactory because the unit is not able to provide adequately for pupils with very complex behaviour difficulties who have statements of special educational needs requiring teaching in all subjects of the National Curriculum. Although it is the intention that much of the provision, notably for pupils without school places and for those awaiting places at special schools, should be short term, the unit has very limited ability to move pupils to other schools. This means that it is required to provide longer-term education for many of these pupils, which is unsatisfactory and has not been able to be improved since the last inspection. The local education authority is well aware of the continuing difficulties in reintegrating pupils and has plans to work with specific schools with substantial funding to improve the situation.
73. The manager of the unit and other senior staff manage the education of the pupils in the unit satisfactorily overall. They ensure that the education for most pupils in Years 10 to 11 is good with the additional effective links with the local college of further education and the Connexions service. A range of initiatives has been successfully introduced to broaden pupils' learning. However, the introduction of a group of pupils in Year 7 who have statements of special educational need has, in particular, caused difficulties that have affected the smooth running of the Year 7 to 9 site. Staff at this site have done well to manage this situation, particularly as the two key senior staff were absent.
74. The recently opened South Africa Road site is planned to be used to enrich the curriculum by providing specialist facilities for art and design, design and technology and information and communication technology. However, the provision has been opened before being fully established with appropriate equipment, clerical support and transport between sites. As a result, staff have not been able to develop hard working attitudes in the pupils that have lessons there. A number of pupils commented that they felt they were sent to the site because they had failed to succeed.
75. There is a suitable range of management and staff meetings to ensure a co-ordinated approach to its work. The unit manager and the managers of each of the three sites meet regularly as a senior management team to discuss a wide range of aspects related to the development of the unit. There are whole staff meetings, however occasionally these do not take place due to competing priorities for senior staff's time. This affects the understanding by all staff of developments and their ability to discuss issues of interest and concern across the whole unit. The subject co-ordinators appointed in English, mathematics and personal, social and health education contribute well to the development of their subjects. However, the lack of co-ordinators for many other subjects and the absence of permanent post holders in a few subjects, affects pupils' learning, especially when they transfer from one site to another. The co-ordinator for pupils with medical needs and the teacher responsible for health education and business links manage their work well and make a positive contribution to the unit.
76. The management committee has a great deal of expertise in its membership, which ensures they provide valuable support. The committee has a satisfactory understanding of the further development of the unit, for example in relation to the needs of the local education authority and in the development of one site for the whole unit. It receives detailed reports from the unit manager before each meeting, however few members of the committee regularly visit the unit while pupils are being taught. Consequently, for example, the committee does not understand fully the pressures and difficulties that staff face in trying to meet the very significant special needs of pupils with statements of special educational needs, including their specific curriculum requirements.
77. The local education authority provides valuable support from advisory staff to help improve the curriculum, including for example, monitoring the teaching and learning in English and mathematics. A senior officer meets weekly with the unit manager to offer support in the day-to-day running of the unit. An effective annual report provided by the local inspectorate has, for example, provided critical guidance on the unit's improvement plan, thus ensuring that it was finalised. This improvement plan is now satisfactory. It has involved a wide range of staff in

identifying areas where the unit could improve further. Most of these have been included in the final plan and these are arranged according to the local education authority's education development plan. This demonstrates the importance of the unit within the local authority. As it is a relatively recent document there has not been sufficient time to show how effective it will be in contributing to meeting of the priority areas for improvement. The local education authority does not meet its statutory responsibilities for many of the pupils with special educational needs. A number of annual reviews and transition reviews are late or appear not to have taken place.

78. There is a broad range of information, for example on the ethnicity, gender and age of all its pupils and also their attendance levels and whether they have statements of special educational needs, which is included in the regular reports to the management committee. Senior staff are in the early stages of analysing this information to evaluate how well pupils are learning and making progress. They are not yet using this information to set targets for pupils' achievements. This is a weakness as unit managers, the local education authority and the management committee do not know how well the different groups of pupils are achieving and whether there needs to be improvements in certain areas to ensure that all pupils make equally good progress.
79. The overall financial management of the unit is sound and administered effectively through the local education authority's financial services. However, there is insufficient linkage between available finance for resources and the priority needs of the unit as expressed in its improvement plan. There is satisfactory regard taken to ensuring the principles of best value are applied to the use of its resources.
80. The current match of teachers and support staff to the demands of the curriculum is on the whole satisfactory but this situation is likely to change due to the very large proportion of temporary staff. The unit has a small core of staff who have permanent contracts, within which there are a few vacancies due to recruitment difficulties. There is a substantial number of staff who are employed on temporary, including daily, supply contracts. This structure affects the ability of the unit to plan well and maintain high standards of pupils' achievements across all subject areas. The number of staff on the proposed new structure is not adequate for the number of pupils. The learning mentors and youth workers have very effective roles. They complement and supplement the work of the teaching staff particularly in improving pupils' behaviour and working with young offenders.
81. The performance management of all teachers is behind schedule. Targets have been set for almost all teachers, however, observation of teaching and learning is not carried out consistently at all bases by unit managers. It has been undertaken for teachers of pupils in Years 7 to 9 and contributed to by local education authority inspectorate. This is barely satisfactory but is recognised by unit managers as an area for improvement, particularly as there are high numbers of temporary staff. Unit managers monitor daily lesson plans each term although it was not clear that this had taken place for all staff. The local education authority has yet to formalise targets for the managing teacher. Professional development arrangements have improved since the last inspection and are satisfactory overall. There is a whole unit target for improving the staff's ability with information and communication technology this year. At present, the use of new technology is satisfactory overall. This term training has been arranged in teaching pupils with emotional and behavioural difficulties, behaviour management and using the interactive white board. There has been successful training in adopting the Key Stage 3 Strategy and staff have attended a range of courses including, the National Literacy and Numeracy Strategies, the education of looked after children and the more able in science. New staff are inducted satisfactorily to the working of the unit through a helpful staff handbook and pairing with experienced staff.
82. There are overall, sufficient learning resources to support teaching for the number of pupils attending each site. A reading scheme is soon to be purchased and library facilities, currently unsatisfactory, are being developed. Administrative assistants provide good support at the Macbeth Street and Ashington Road sites, turning their hands to a variety of tasks to help smooth the day-to-day running. The premises are well cared for, with no graffiti and staff have succeeded in creating stimulating classrooms and making the buildings as welcoming as possible. However, the accommodation is unsatisfactory for the number of pupils in the unit, especially this term as

there are few college placements. The art room at South Africa Road has to be used as a corridor, which disturbs lessons. Many rooms, particularly at the Ashington Road site are small. The information and communication technology room is too small and at Ashington Road, becomes too warm which reduces pupils' concentration. The area used for public examinations for pupils in Years 10 to 11 is too small and is not distraction free. The distance between the sites causes difficulties, particularly due to the lack of transport available for moving pupils from one site to another.

WHAT SHOULD THE UNIT DO TO IMPROVE FURTHER?

83. The local education authority, unit manager and staff supported by the management committee should:

(1) Improve the progress and behaviour of pupils in Year 7 to ensure they do not disturb pupils in other classes;

(Paragraphs 4, 24, 35, 56)

(2) Increase the number of pupils that return to school;

(Paragraphs 51, 72)

(3) Ensure that provision outlined on statements of special educational needs is met;

(Paragraphs 4, 35, 56, 65, 72, 77)

(4) Continue to work with the education social workers to improve attendance figures and ensure registers are correctly maintained;

(Paragraphs 26, 61)

(5) Increase the monitoring of teaching and learning in order to eliminate unsatisfactory teaching and provide a firm basis for teachers' performance management;

(Paragraphs 28, 33-35, 77, 81)

(6) Increase the amount of time for teaching for Years 7 to 9. Rationalise the timetable and improve the range of subjects offered, particularly for those who attend the unit for more than a year. Review the use of afternoon sessions;

(Paragraphs 4, 8, 13, 16, 40, 45, 50)

(7) Revise the staffing structure to cater for the increased and increasing number of pupils at the unit, particularly at the Ashington Road and South Africa Road sites. Take further steps to appoint permanent teachers.

(Paragraphs 28, 45, 50, 80)

When drawing up the action plan, the appropriate authority may wish to include the following points:

- The provision for information and communication technology in Years 7 to 9 is unsatisfactory; (Paragraphs 16, 42)
- The arrangements at the South Africa Road site require reviewing; (Paragraphs 34, 50, 74)
- There is no policy for pupils' safe access to the Internet; (Paragraph 61)
- Parents are unaware of current homework policy. (Paragraph 72)

PART C: UNIT DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	89
Number of discussions with staff, governors, other adults and pupils	77

Summary of teaching observed during the inspection

*Six lessons that were observed were not taught by teachers at the unit so are not included in the following figures.

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	13	41	21	8	0	0
Percentage	0	16	49	25	10	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.

Information about the unit's pupils

Pupils on the unit's roll	No of pupils
Number of pupils on the unit's roll	156

Special educational needs	No of pupils
Number of pupils with statements of special educational needs	34
Number of pupils on the unit's special educational needs register	24*

*Currently kept for pupils at Key Stage 3 only

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Attendance

Authorised absence

	%
Unit data	7.2

Unauthorised absence

	%
Unit data	16.5

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

Attainment at the end of Key Stage 3 (Year 9)

Number of registered pupils in final year of Key Stage 3 for the latest reporting year	Year	Boys	Girls	Total
	2002	16	9	25

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys			
	Girls			
	Total	8	5	4
Percentage of pupils at NC level 5 or above	Unit	32	20	16
	National	66	67	66
Percentage of pupils at NC level 6 or above	Unit	12	0	0
	National	32	45	33

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys			
	Girls			
	Total	5	0	0
Percentage of pupils at NC level 5 or above	Unit	20	0	0
	National	67	70	67
Percentage of pupils at NC level 6 or above	Unit	0	0	0
	National	32	44	34

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

Number of registered pupils in final year of Key Stage 4 for the latest reporting year	Year	Boys	Girls	Total
	2002	39	37	76

GCSE results		5 or more grades A* to C	5 or more grades A*-G	1 or more grades A*-G
Numbers of pupils achieving the standard specified	Boys	0	3	23
	Girls	0	2	23
	Total	0	5	46
Percentage of pupils achieving the standard specified	School	0	7	60
	National	51.2	88.9	96

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

No vocational qualifications were gained in 2002

Ethnic background of pupils

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

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
70	3	0
3	0	0
6	0	0
0	0	0
0	1	0
0	1	0
0	1	0
1	0	0
1	0	0
1	0	0
0	0	0
32	4	0
9	0	0
19	0	0
0	0	0
14	0	0
0	0	0

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

Teachers and classes

Qualified teachers and classes: Y7 – Y11

Total number of qualified teachers (FTE)	19.6
Number of pupils per qualified teacher	7.9

Education support staff: Y7 – Y11

Total number of education support staff	3
Total aggregate hours worked per week	82.5

FTE means full-time equivalent

Financial information

Financial year	2001-2002
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	£
Total income	1048914
Total expenditure	1048914
Expenditure per pupil	6597
Balance brought forward from previous year	-
Balance carried forward to next year	-

Recruitment of teachers

Number of teachers who left the unit during the last two years	2
Number of teachers appointed to the unit during the last two years	3
Total number of vacant teaching posts (FTE) on staffing structure	7.4
Total number of temporary/supply staff without those covering for absence	18.6
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	7
Number of temporary contract of less than one term (FTE)	11.6

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	125
Number of questionnaires returned	10

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	40	10	0	0
My child is making good progress in school.	60	30	10	10	0
Behaviour in the school is good.	30	20	30	10	0
My child gets the right amount of work to do at home.	0	30	20	40	20
The teaching is good.	70	10	0	20	0
I am kept well informed about how my child is getting on.	30	50	10	10	0
I would feel comfortable about approaching the school with questions or a problem.	90	10	0	0	0
The school expects my child to work hard and achieve his or her best.	80	10	0	10	0
The school works closely with parents.	70	10	0	20	0
The school is well led and managed.	60	20	20	0	0
The school is helping my child become mature and responsible.	50	30	10	10	0
The school provides an interesting range of activities outside lessons.	40	40	20	0	0

Other issues raised by parents

- Pupils' opportunities to study a full curriculum are lost because they do not return to school.