

INSPECTION REPORT

BURN VALLEY CENTRE

Hartlepool

LEA area: Hartlepool

Unique reference number: 131294

Headteacher: Mrs V. Burton

Reporting inspector: Peter Sudworth

2700

Dates of inspection: May 12th-14th, 2003

Inspection number: 253327

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

School category: Community

Age range of pupils: 7-16 years

Gender of pupils: Mixed

Unit address: Elwick Rd.,
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Appropriate authority: Hartlepool Local Education Authority

Name of responsible officer: Mr. I Merritt

Date of previous inspection: October 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2700	Peter Sudworth	Registered inspector	Mathematics; Information and communication technology; Geography; Physical education.	What sort of school is it? The school's results and pupils' achievements; How well are pupils taught? What should the school do to improve further?
12536	Sylvia Bullerwell	Lay inspector		Pupils' attitudes, values and personal development; How well does the school care for its pupils? How well does the school work in partnership with its parents?
30205	Terry Kenna	Team inspector	Science; Design and technology; History; Special educational needs.	
21292	Stuart Russell	Team inspector	English; Art and design; Personal, social and health education; Citizenship; Educational inclusion.	How well is the school led and managed? How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE UNIT

The Burn Valley Centre has an education otherwise than at school function (EOTAS). Its major work is for excluded pupils. The Centre tries to re-integrate permanently excluded pupils in Years 6 to 9 into mainstream schools within eight weeks. Members of staff also do preventative work in primary schools. At the time of inspection, there were 30 full-time boys, five full-time girls, two boys part-time and one girl part time on roll in five classes. In addition four boys were dually registered with receiving schools. The pupils are educated in two buildings situated about two miles apart. Almost all pupils are white British. There are no pupils with English as an additional language. Thirty-two pupils have special educational needs and of these, two have statements for emotional and behavioural difficulties. The proportion of pupils entitled to free school meals is well above average. In most cases, attainment on entry is well below average.

HOW GOOD THE UNIT IS

Overall, the Centre provides a sound education for its pupils. With the recent arrival of new staff, the Centre is emerging from a difficult period with regard to its provision for pupils in Years 10 and 11. The quality of teaching is good and pupils in Years 6 to 9 make good progress in lessons, despite their generally well below average levels of attainment. Over time, pupils' achievement has been good in Years 6 to 9. It has been unsatisfactory in Years 10 and 11 because of the difficulties the external providers found in managing Key Stage 4 and subsequent changes of staff prior to Easter 2003. The leadership and management of the school are good. The school provides satisfactory value for money.

What the unit does well

- The good quality of teaching and the very strong commitment of both teaching and non-teaching staff to the pupils' welfare and individual needs;
- The headteacher's management and leadership of the Centre and its work since her arrival in January 2000;
- The good provision for pupils' personal, social and health education, including citizenship, and for their moral development;
- The good relationship with partner institutions, including further education, and the tailoring of programmes to meet pupils' aspirations;
- The esteem of the parents for the work of the school.

What could be improved

- The opportunities and provision for pupils in Years 10 and 11 and the quality of their individual education plans;
- The provision for mathematics in Years 6, 10 and 11;
- Teachers' lesson planning, except planning in mathematics in Years 7 to 9, and assessments of pupils' progress over time;
- The organisation of coordinators' roles and the monitoring of their responsibilities through the Centre;
- Resources for teaching and learning in mathematics, history, geography and information and communication technology and the use of information and communication technology across the curriculum and for those with special educational needs;
- The presentation of pupils' work and pupils' pride in it.

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

The school should also seek to improve further the provision for pupils' spiritual and cultural development and attendance rates.

HOW THE UNIT HAS IMPROVED SINCE ITS LAST INSPECTION

Overall the Centre has made satisfactory improvement since its last inspection in October 1998. There has been some improvement in attendance in Years 6 to 9 and these pupils are making better progress in English, science, personal, social and health education and in mathematics in Years 7 to 9. The quality of teaching has improved further and it is more consistently good. There are more opportunities for work experience. There are better procedures to monitor pupils' personal development. There is room for improvement in measuring and recording pupils' progress in different subjects. A policy is now in place for child protection, which influences better practice. There is better induction of new staff and training opportunities for all staff. Parents are better informed. Until very recently, the provision for Years 10 and 11 has not been as good as at the last inspection. Learning resources for mathematics, history and geography and information and communication technology software remain inadequate. Monitoring arrangements have not been fully resolved. Insufficient attention has been given to improving the provision for pupils' spiritual awareness. The school has good potential given its current staff to make further improvement.

STANDARDS

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

Progress in:	By Year 6	By Year 9	By Year 11	Key	
English	B	B	D	Very good	A
Mathematics	C	B	D	Good	B
Science	B	B	E	Satisfactory	C
Personal, social and health education	B	B	D	Unsatisfactory	D
Progress in relation to their individual education plans	B	B	E	Poor	E

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

Most pupils in Years 6 to 9 achieve well in managing their emotional difficulties and in their academic work because of the individual attention they receive. Pupils achieve well in English and science in Years 6 to 9 because of the good teaching and in mathematics in Years 7 to 9. In English, standards are best in speaking and listening. Pupils read satisfactorily for their ability and show appropriate comprehension of what they have read. Pupils from Year 6 to Year 9 with particular learning difficulties make good progress. All pupils develop some key skills in information and communication technology, such as word-processing. They become aware of issues that relate to their own health through personal, social and health education programmes. Year 11 pupils have made unsatisfactory progress during the past two years in all their work and Year 10 pupils over the past year due to contractual difficulties with the external provider and other difficulties. The overall achievements of pupils in Years 10 and 11 are unsatisfactory as a consequence.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the unit	Satisfactory. Pupils who attend regularly show enthusiasm for school. Some who attend erratically or do not attend do not make the most of their opportunities.
Behaviour, in and out of classrooms	Satisfactory. Rewards and a points system contribute to pupils' overall satisfactory behaviour. Many pupils show marked improvement in their behaviour during their time in the Centre. The behaviour of Year 11 pupils is poor.
Personal development and relationships	Sound. Pupils show a good understanding of their action on others. The very good provision for personal, social and health education helps overcome some of the pupils' difficulties, as does the weekly target setting. Outdoor education contributes significantly to pupils' co-operative skills and teamwork. Relationships among the pupils are satisfactory.
Attendance	Well below average. It is best in Year 6 and worst in Year 11. Persistent non-attenders affect the overall average adversely. More than half the pupils have improved their rate of attendance since they became pupils at the Centre.

TEACHING AND LEARNING

Teaching of pupils:	
Quality of teaching	Good

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

Overall teaching and learning are good and teaching is consistently good across the school. Teachers are calm, preserve a relaxed atmosphere and pace lessons so pupils can understand the content. They are very supportive of the pupils on an individual basis and give praise where it is due. This develops the pupils' confidence and self-esteem. Teachers and teaching assistants work very well together. They help the pupils to manage their own behaviour and to improve their rate of learning. They are reassuring and give emotional support when pupils make mistakes and coax pupils who become upset so that they are willing to try again. The new teachers' efforts in Years 10 and 11 are helping to recover the provision for these pupils. English, mathematics science and personal, social and health education are taught effectively, facilitating good pupil progress. Literacy lessons are taught well across the age groups. Numeracy is planned well in Years 7 to 9, although the lack of mathematics resources in the school often hinders pupils' understanding. Teachers consider the needs of boys and girls equally. They demonstrate good subject knowledge and technical competence. Teachers' planning is satisfactory but, as yet, they do not consider sufficiently the precise learning intentions for different pupils. They question pupils well in class to assess their understanding and to get them to contribute in lessons.

OTHER ASPECTS OF THE UNIT

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum is relative to the pupils' needs and pupils are treated individually. Some older pupils obtain work experience placements. Some attend relevant college courses related to their future career aspirations. There is very limited extra-curricular opportunity. Years 10 and 11 pupils have had limited access to courses which afford alternative accreditation to GCSE.
Provision for pupils with special educational needs	Provision is good in Years 6 to 9 in which the individual education plans are used well to set weekly targets for individual pupils. They have full access to the curriculum. The individual education plans for Years 10 and 11 pupils are of poor quality. Provision for pupils in these year groups has been unsatisfactory.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory. The good quality of the interaction of staff with the pupils, the programme for personal, social and health education, citizenship and outdoor pursuits work contribute well to the good provision for pupils' moral and social development. The provision for pupils' spiritual and cultural development is satisfactory.
How well the unit cares for its pupils	Good. Pastoral care is very good. The Centre has satisfactory assessment arrangements. Pupils are assessed thoroughly on entry. Records of personal development are good. Records of pupils' academic development are not detailed enough to help with lesson planning. Weekly targets for behaviour and academic work arranged with individual pupils are very useful in giving pupils a focus for improvement.

The Centre has good links with its parents and provides satisfactory opportunities for parents to discuss their children's progress and the work of the Centre. Many of the links are informal including an interchange of information with parents by telephone.

HOW WELL THE UNIT IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and key staff lead and manage the Centre effectively and efficiently. There are some difficulties in the oversight of subject responsibilities because of extended roles across the service and this affects some co-ordinators' effectiveness in managing and monitoring their individual responsibilities.
How well the management committee fulfils its responsibilities	The management committee fulfils its responsibilities well. It contains a good range of relevant expertise that is relevant to the Centre's work. It does not have a formally written constitution but follows government regulations for managing such establishments.
The unit's evaluation of its performance	The management committee monitors formally the Centre's performance and the Committee is involved in the future direction of the Centre's work. It regularly evaluates the work of the Centre against the school development plan.
The strategic use of resources	Financial systems are sound. The staff is well deployed and teaching assistants and staff work well together. There is some lack of learning resources. The Centre provides satisfactory value for money.

The accommodation is unsatisfactory as it is not spacious enough and it is on split sites. There is a good ratio of adults to pupils. Learning resources are satisfactory overall but there are insufficient resources in mathematics, information and communication technology (software), history and geography. The Centre applies the principles of best value when purchasing resources.

PARENTS' AND CARERS' VIEWS OF THE UNIT

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children are making good progress and work hard; • Behaviour is good and the school is helping their children to become mature and responsible; • The teaching is good; • The school works closely with parents and they find it easy to approach the school with any queries; • They are kept well informed about their children's progress; • The school is well led and managed; • The school expects the children to work hard and do their best. 	<p>A very small number of parents state that:</p> <ul style="list-style-type: none"> • Their children do not get the right amount of homework; • The school does not provide an interesting range of activities outside lessons.

The inspection team agrees with most of the parents' positive views of the school. Most pupils are making good progress, particularly in managing their emotions and behaviour, but pupils in Years 10 and 11 have been making unsatisfactory progress because of the provision that has been made for them in the past two years. New staff just appointed to this age group are rapidly changing things round. There is no extra-curricular provision. The staff help most pupils to manage their behaviour satisfactorily, although the Year 11 pupils who are just about to leave can be badly behaved. The pupils are given little work to do at home, although occasionally there is a lunchtime club where pupils can do extra work.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The unit's results and pupils' achievements

1 The pupils enter the Centre because of their behavioural and emotional difficulties and overall their levels of attainment on entry are well below average. The pupils' difficulties have affected their rate of progress prior to entry. Most pupils make good progress in managing their emotional difficulties whilst they are at the Centre and acquire better self-esteem and confidence. Most make good progress in their academic work because of the individual attention they receive. However, Year 11 pupils have made unsatisfactory progress during the past two years and Year 10 pupils over the past year. This is because the provision for these pupils was contracted out and the arrangements proved to be unsatisfactory*. Relationships between the staff and pupils broke down and the pupils did not make the progress that they ought to have made. The contract was terminated by mutual agreement. The arrangements for these pupils that followed also fell into difficulties and resulted in the resignation of the teaching staff who had been appointed. Two new staff began work in the Centre two weeks before the inspection began and have taken responsibility for this age group. These teachers are already showing a marked determination to improve the provision for the Centre's oldest age groups. They will not, however, have enough time to turn the situation round and recover the unsatisfactory progress that the Year 11 pupils have made over the past two years because the pupils are just about to leave. There is already an improvement in the attitude of the Year 10 pupils. In comparison to the last inspection report, pupils in Years 6 to 9 are making better progress overall because of improved attendance but pupils in Years 10 and 11 are not making as much progress.

2 There are currently two permanently excluded pupils in Year 6 and they are achieving well, albeit that their writing and reading skills are well below average for their age. Their writing is legible but, together with presentation skills, is the weakest element of their English work, as it is in other age groups. Their grammatical skills, such as the consistent use of capital letters and full stops, are weak. Their written work is comprehensible, and they can structure a short story with a beginning, a middle and an end. Spelling is at a low level of accuracy but comprehensible and their written work shows a good knowledge of letter sounds. One pupil had completed some extra verses to a poem about goblins and wrote (actual wording):

*'Four hairy goblin
Whent to have there Tea
On choked on hiS food
Then they where three'*

3 The pupils are prepared to try because of the security and understanding that they receive. The least failure discourages the pupils out of all proportion but because of the very good quality provision that they have, they eventually return to their task.

* The Local Education Authority issued a contract to an outside provider to educate the pupils in Years 10 and 11 but these arrangements ran into difficulty. There was a breakdown in relationships between the providing staff and the pupils that affected the pupils' education adversely. The contract had to be ended.

4 Their mathematics work shows satisfactory achievement. They have a good understanding of place value given their ability. They order numbers by size to 100. They can round numbers to the nearest 10 or 100. They add two- and three-digit numbers together accurately when the columns do not exceed ten but have more problems when they have to carry numbers into another column. They identify odd and even numbers and simple fractional parts of shapes. They calculate area and perimeter accurately from diagrams on squared paper and work out the volume of a cube 2x5x3cms correctly. They understand simple probability using a spinner containing letters and predict accurately why one letter is more likely to occur than another. They draw lines of symmetry with good accuracy.

5 Pupils achieve well in science although their attainment is well below average. Year 6 pupils show a good understanding of magnetism and work with magnets to discover which materials are magnetic. They know about insulators and conductors in electric circuits. They know the main parts of a plant and that light, water and warmth are needed in order to grow plants.

6 In information and communication technology pupils achieve soundly in Year 6 but their work is mainly confined to word-processing. Artwork is immature for the pupils' age but pupils do their best in the use of a limited range of media. Pupils make good progress in their studies in personal, social and health education, for example in considering healthy living.

7 Many pupils come into the Centre disaffected and antagonistic towards English lessons. Many associate English lessons with failure. However, by the end of Year 9, pupils have made good progress in English. Currently, Years 7 to 9 pupils are achieving well academically. This is because of the consistently very good teaching that they receive. This addresses their hostility towards the subject and, as their confidence builds up, so does the rate of progress. A most effective characteristic of the teaching of English in these year groups is the flexible approach of the teacher to addressing individuals' particular needs.

8 Whilst there is still some inconsistency in the use of capital letters and full stops, their work is better punctuated with full stops though capital letters are sometimes used inappropriately in mid sentence at the start of words. They write in different styles for different purposes. In journalistic mode, one pupil wrote:

'It was parties galore on Wednesday 30th June 2002 when a group found Bin Laden in the Mocking Hearth caves in Middleton on Teesdale. The four youngsters and five adults were expecting to just have a simple day of caving. The youngsters and adults pinned him down and phoned the police'.

They show good comprehension for their ability in analysing the characters and plot in Macbeth.

9 In mathematics they achieve well. They work out speed graphs, calculate angles and use their knowledge of angles to work out missing angles. They use the terms mode, median and range correctly to deal with simple statistical data. They use conversion graphs accurately to compare euros and sterling. Pupils find the equivalent decimals and percentages for simple fractions such as 7/10ths. They extend their knowledge of symmetry to rotational symmetry and do well in this.

10 In science, Year 7 to 9 pupils make very good progress despite their well below average attainment levels. This is because of very good teaching, which is characterised by the teacher's clearly focused explanations and well-structured activities. Pupils in Year 9 make very good progress and are learning to use and apply their knowledge, and to use correct scientific language, for example when studying the classification of living things, liquids and solids, and acids and alkalis. For all pupils the tasks they are set challenge them to think. In one lesson observed, pupils enjoyed using the lap top computers to write their own experiment to determine whether the number of leaves on a plant affects transpiration, prior to carrying out the experiment. In such experimental and investigative work, they are gaining confidence and expertise, even though they may still lack background knowledge. In science pupils learn about the periodic table, elements and compounds, and classify by solids, liquids and gases. They study forces and movement and calculate speed, distance and time according to formula. They further their studies of food chains. They note on a diagram the main features of the digestive system.

11 Pupils achieve well in selecting graphics and in merging text and graphics in information and communication technology. They design attractive posters and create text with colourful backgrounds. They select their own fonts and colours for lettering.

12 The overall achievements of pupils in Year 11 are unsatisfactory. Their English work indicates that they have a suitable understanding of texts that they read. They express themselves satisfactorily given their ability in written form when they apply themselves to their tasks though there is insufficient work. They still lack consistency in the use of capital letters and full stops. One pupil made a good attempt to describe his 'life as a chef'.

'I'm Going to tell you Why I became a Chef and the Joys of food preparation. My farther is also a Chef I supposed he inspired me to take it further'.

13 Pupils are able to analyse characters in stories in simple terms though sometimes their written thoughts are truncated and occasionally vulgar. Standards are best in speaking and listening with satisfactory examples met in all lessons. Older pupils read competently and comprehend satisfactorily.

14 Nevertheless, the record of pupils' work shows that until most recently, Key Stage 4 pupils were achieving poorly. There is a minimal amount of work for Year 10 and 11 pupils in their work files and what there is, is well below average. Since Easter 2003, Year 10 pupils have been achieving well. In one lesson observed, there was very rapid learning going on and progress was outstanding. This was due to the excellent teaching that they were receiving. The pupils sensitively criticised a romantic poem and by the end of the lesson understood the techniques that the poet had used to create her desired effects. They used terms like 'stanza', 'ellipsis' and 'rhetorical' appropriately. One pupil was well on track towards achieving GCSE standard.

15 Pupils' work folders show an absence of study in science. Insufficiently high expectations have been set in the past. Insufficient work has been carried out in mathematics. Work produced in mathematics has often been scrappy, for example the free hand drawing of bar charts in biro with inaccurate scales. Pupils can calculate pictorial graphs where one picture represents half a million and they can state that 14 such pictures are the equivalent of 7 million.

16 In information and communication technology, Year 11 pupils copy up a handwritten draft Curriculum Vitae (a history of their school career and success). Most type slowly but with two hands. Their word-processing skills are still at an elementary stage given their age. They show interest in the use of computers for such tasks. Year 10 pupils are making better progress than Year 11 pupils in this subject. They are much keener to do well and those who have a personal computer at home show good skill in typing and word processing and are confident in using the tool bar and the menus.

17 Pupils in Years 6 to 9 with particular learning difficulties make good progress overall. They develop positive attitudes towards their work as a result of the good teaching they receive. The Centre is diligent in its procedures for identifying pupils with special educational needs and good individual programmes are set to target these needs. However, pupils in Years 10 and 11 do not continue to make the same progress, due to insufficiently detailed individual education plans*.

18 Provision for personal, social and health education (PSHE) and citizenship is very good. It has improved since the last report. Pupils throughout the school have a better knowledge of health related issues such as the abuse of alcohol, anti-bullying, racism and crime. Through cross-curricular topics on subjects such as 'India' pupils gain some understanding of the similarities and differences between cultures. This is very useful to the pupils who live in a community where they get little opportunity to get to know people who are of a different ethnic background to themselves. Key Stage 4 pupils have considered the subjects of asylum seekers and racism in sport. The pupils learn about voluntary organisations such as the organisation 'Show Racism the Red Card' and the Royal National Lifeboat Institute (RNLI). The centre has recently introduced the ASDAN programme (The Award Scheme Development and Accreditation Network). PSHE and Citizenship will be delivered mainly through ASDAN in the future. At Key Stage 4 it will be part of the Bronze/ Silver level and dedicated modules may be used to gain additional accreditations for the pupils.

19 Pupils who are successful in obtaining placements in work experience do well as indicated by the reports from the placements. The reports of pupils who attend colleges of further education indicate that pupils in Years 10 and 11 make varying degrees of progress according to their attitude and rate of attendance. Some achieve soundly; others do less well.

Pupils' attitudes, values and personal development

20 Pupils' attitudes to school and to their lessons are satisfactory, overall. Pupils who attend regularly show enthusiasm for learning, particularly in practical subjects such as food technology, and accept they need to work as well as they can in other subjects. Some pupils, particularly in Year 11, have unsatisfactory attitudes to learning that are reflected by their erratic or non-attendance. When they do attend they do not always make the most of opportunities to learn, by listening to their teachers and following instructions, as seen when a group of Year 11 pupils would not connect to the correct website when using the internet. The satisfactory attitudes of the pupils in Years 6 to 9 are similar to those of the previous report but the unsatisfactory attitudes in Year 11 show a fall in behavioural standards.

* These are specific plans to target pupils' particular learning difficulties and to help them to improve.

21 Pupils' behaviour is satisfactory, overall. Most pupils are enabled to behave well in lessons, in and out of school, due to teachers' very good behaviour management skills, the commitment of staff in supporting pupils' needs and the consistency in using the ongoing reward system to recognise pupils' achievements at the end of each lesson. Earning enough points over the course of one week results in pupils taking part in outdoor education activities and this is having a positive effect on improving pupils' efforts to sustain good behaviour and become self-disciplined. Parents agree pupils' behaviour shows a marked improvement during their time in school. Sixty per cent of pupils in the previous academic year returned to mainstream education due to this improvement. However, the behaviour of some Year 11 pupils during lessons is poor and affects the learning of others.

22 Relationships between staff and pupils are good and pupils generally return the respect shown by adults. Relationships are satisfactory among pupils themselves, as reflected by the small number of fixed-term exclusions recorded for violence towards other pupils or total disregard for discipline. Exclusion is used appropriately to help all pupils understand the need for acceptable behaviour and cooperation at all times. There have been no permanent exclusions.

23 Pupils' personal development is sound, overall. Pupils have a good understanding of the impact of their actions on other people, but not all choose to do the right thing at all times resulting in the need for close supervision by staff throughout the day. Very good provision for personal, social and health education enables pupils to discuss their feelings and experiences at home and school and to overcome difficulties. Reviewing their own weekly targets with staff gives pupils the responsibility to reflect effectively on, and improve, their behaviour, attitudes and effort. Most parents, who gave an opinion, agree their children are learning to become more mature and responsible. Outdoor education is helping pupils to build social skills and relationships, to plan activities, listen to the opinions of others and to work successfully. Pupils from Years 8 and 9 supported each other as part of a team when they undertook raft-building at an outdoor pursuits centre.

24 Pupils' rate of attendance is well below what is expected nationally. Over the last term, Year 6 pupils' average rate of attendance is just over 90%, Years 7 to 9 pupils average 71% and Years 10 and 11 pupils average 41%. Persistent non-attenders affect these average figures. The vast majority of absence is unauthorised. However, analysis shows more than half of the pupils have improved on the rate of the attendance they had in their previous school. Registration meets statutory requirements. Pupils who attend usually arrive on time.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

25 The presentations of 24 lessons were observed during the inspection. Of these two were excellent, 12 were very good and the remainder were good. When consideration is made of other aspects of teaching, such as planning and assessment, the overall quality of teaching is good and is marked by a consistency in quality across the school. The overall quality of teaching has improved since the last inspection report.

26 Teachers adopt a calm approach, preserve a relaxed atmosphere and teach with a measured pace which enables the pupils to understand what is being said and assists their concentration. In a Year 9 personal, social and health education lesson, the teacher helped the one pupil in the class reflect very well on the strengths and weaknesses in his personality and to consider ways in which he could improve and manage character flaws. This was

achieved because the teacher maintained a positive attitude and turned the pupil's self-evaluation towards those aspects that could be improved. The lesson had many opportunities for counselling. The teacher took these up very well, as when he discussed opportunities for the pupil to return to mainstream school.

27 During lessons, teachers are very supportive of the pupils on an individual basis and try hard to make sure that the pupils achieve success and develop their self-esteem by judicious use of praise. Teachers form a very good partnership with the teaching assistants and they work together effectively to manage the pupils' behaviour and to maximise their time in supporting the pupils' learning. The teaching assistants are used well to help the pupils behave appropriately. Through gentle persuasion they often succeed in preventing the pupils from interrupting and so the lessons run more smoothly. Both the teaching assistants and the teachers model well appropriate manners and a respect for the person, which enables many pupils to re-integrate successfully into mainstream schools. They are reassuring when pupils make mistakes and coax pupils who become upset when they make errors so that they are willing to try again. Emotional support for the pupils is a great strength amongst the teachers and teaching assistants. They manage the pupils well and ensure the pupils know what is expected and what is acceptable in their use of language and general manners. Staff demonstrate principled expectations about behaviour. Despite this, pupils sometimes try to disrupt the flow of lessons through their actions and unsuitable vocabulary. However, the teachers persist in their expectations and avoid confrontation. As a result, the lessons are concluded with the intentions fulfilled. Teachers hold their ground when verbally challenged by the pupils and do not allow themselves to be deflected. They sensitively and cleverly manage 'red herrings' intended to disrupt their teaching.

28 During the inspection, there was no significant difference in the quality of teaching in different subjects or in different age groups. However, Years 10 and 11 pupils have suffered adversely as a result of the Local Education Authority contracting out the provision for Years 10 and 11 pupils in the past and attempts to recover the situation also fell into difficulties. These pupils have been making unsatisfactory progress as a result. The quality of teaching of the newly appointed staff in Years 10 and 11 observed during the inspection indicate that a new and a very promising start has been made to address the unsatisfactory situation that has obtained for Years 10 and 11 pupils.

29 Literacy lessons are taught well across the age groups. Mathematics is mostly soundly taught but it is good in Years 7 to 9. However, there are insufficient teaching and learning resources, such as the lack of an overhead projector in English and practical resources in mathematics and this lack of resources impedes pupils' progress on occasions. Weekly planning in mathematics in these age groups includes the key vocabulary to be introduced, key objectives for different pupils and the specific roles of the teaching assistants. The planning of mathematics lessons is thorough in Years 7 to 9, although not as thorough in other year groups. Teachers consider the needs of boys and girls equally and include them in all activities.

30 Some lessons seen showed a good attention to individual needs and, in some cases, good attention was given to previous errors to ensure pupils understood before proceeding to new work. This was exemplified very well in a Year 10 mathematics lesson. One pupil worked on the properties of three-dimensional shapes by constructing frameworks out of squared paper whilst the other pupil was working on simple decimals and learning about the function of the decimal point. The individual support of the teaching assistant and the teacher to the two pupils in turn enabled both to make good progress in the lesson. In a Year 9

English lesson, the one to one assessment that the teacher undertook with each pupil, helped her to see the strengths and weaknesses in their work and she discussed with them individually how to improve it. The dialogue was searching and friendly and helped the pupils to make good progress.

31 In Years 7 to 9 science lessons, the teacher is good at asking questions that both assess what pupils understand and challenge them to think. He is good at providing scientific explanations at a level that is relevant and understandable to the pupils. Pupils maintain their concentration because learning is broken down into manageable steps. Teaching focuses consistently on the key objectives of the lesson and a good pace is maintained.

32 Teachers try and interest the pupils with content that appeals to them. In a Year 10 information and communication technology lesson, the pupils were developing their computer skills by producing a pamphlet to attract visitors to Hartlepool, inserting familiar photographs of the town into the text and practising their word-processing skills as they described the special attractions depicted in the photographs. Occasionally in information and communication technology lessons, teachers do not question pupils about skills such as centring wording so that pupils can recall or learn to do the process for themselves. They are occasionally too keen to do the task for the pupils.

33 Teachers research the content of the lessons well. They demonstrate good subject knowledge and technical competence. This is shown when they deal with the computers when they go wrong because the pupil has pressed the wrong key. This expertise helps the lesson maintain its flow and avoids the pupils becoming frustrated and impatient. Teachers show good expertise in English by the choice of materials to interest the pupils such as poems and texts. In a Year 6 class, the teacher used a poem as an aid to the pupil writing his own verse in the same style. This good choice enabled the pupil to make good progress in understanding rhyme and meter and in suggesting ideas for his own verses. As the pupil left the class for play he was heard to say, 'I loved doing them poems'. In a Year 9 English lesson, the teacher used some sample book reviews to motivate the pupils so that by the time it was their own turn to do a book review, they were keen to start and clear about what they were going to do.

34 Teachers show good technical competence in English as when they demonstrate the correct use of commas to the pupils, though on occasions they do not always model neat handwriting on the board as a good example for the pupils to follow. In one Year 10 English lesson, the teacher demonstrated a technique known to the pupils as 'magical spelling' and he demonstrated visual techniques for remembering the order of the letters in words. Pupils made good progress as they followed and practised this technique and made increasing gains in spelling accurately more difficult words such as 'psychology' and then 'onomatopoeia'. In mathematics, teachers demonstrate their ability to discuss the properties of shapes and use appropriate mathematical terminology to good effect.

35 Teachers' use of practical resources for helping pupils understand their work is satisfactory but hampered in some subjects, like mathematics, history and geography by a lack of resources. It is good for special educational needs, although not enough software is available for pupils to use the computers to help them improve their reading and writing skills. On occasion good use is made of video clips to help pupils appreciate what it is like to live in distant places such as Bombay and this has a deep effect on the pupils. Year 9 pupils came to appreciate how much they themselves had after watching a video about life in Bombay and this helped to enhance their knowledge of India.

36 Teachers' planning is satisfactory but, as yet, they do not always consider sufficiently the precise learning intentions for different pupils. In some of the previous work, pupils had undertaken similar tasks in the group irrespective of age and ability. Planning is often basic and descriptive of the activities the pupils are to undertake. Whilst the pupils are assessed on admission to the Centre, insufficient use is made of this information in planning lessons. The school's assessment systems are too broad to help teachers to plan lessons with a marked progression of skills and concepts to build up learning steps in a sequential way. Teachers mark work well and often provide developmental comments to help pupils improve their work. However, the presentation methods do not always enable the pupils to take enough pride in their own work and expectations are sometimes too low in this respect. Homework is rarely used to support the work done in class.

37 Teachers question pupils well in class to assess their understanding and to get them to contribute to lessons. This was apparent in a lesson when pupils were asked to devise their own curriculum vitae (CVs). In a Year 11 information and communication technology lesson, the teacher explained the term 'employer' and asked the pupils what the employer would most want to know. Pupils were able to suggest such ideas as 'punctuality', 'politeness' 'reliability' and 'good with customers'. They then typed up their draft CVs on the computer and became engrossed. They were very reluctant to start the next lesson until they had finished them. Good attention is given to health and safety issues such as on outdoor education and in food technology when pupils were reminded to wash their hands and taught how to hold the knife before preparing their chicken dish.

38 In some lessons teachers give good attention to pupils working co-operatively and to problem solving activities. This was clearly evident as Year 8 and 9 pupils made rafts out of ropes and barrels in teams to sail on a reservoir in an outdoor education lesson. It was also apparent in a citizenship lesson with Year 10 pupils. In this lesson, they made an action plan of their requirements and how they would approach the task of finding all the letters of the alphabet in a newspaper and sticking them in the correct alphabetical order. Excellent discussion took place and pupils showed good collaboration as they devised their plan. Evaluative discussion about the two approaches adopted by the teams followed and the pupils learned very well from each other. Pupils made excellent personal and social progress through this well thought out and interesting activity. Pupils also developed their thinking skills effectively in a science lesson in which they had to plan an investigation to examine the process of transpiration.

39 The quality of teaching for pupils with particular learning difficulties is good overall, though it has been unsatisfactory in Years 10 and 11. Teachers and support assistants know all their pupils well and have good awareness of how to meet their individual needs. The teaching strategies used are supportive and sensitive and consequently all pupils are fully integrated into all aspects of the Centre's curriculum. All adults develop good working relationships, which promote good learning, and build confidence and self-esteem. A particular feature is the good use that is made of support staff. Adult support is directed towards specific pupils according to their level of need.

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

40 The Centre provides a satisfactorily broad, balanced and relevant curriculum in line with statutory requirements. It is flexible in its approach to meeting the needs of its pupils and this is the reason why it can produce curricular opportunities that are relevant for them. Particularly successful in this respect are the work experiences and associated college courses that the Centre provides for Years 10 and 11 pupils. Similarly successful is its provision for personal, social and health education (PSHE) and citizenship. There are good quality target-setting sessions for pupils in Years 6 to 9 when they can individually reflect on their progress with their teachers. This is a good extension of their individual education/behaviour plans (IEPs). There have been limited opportunities in Years 10 and 11 until recently for pupils to have access to alternative accreditation.

41 In 1999, curricular provision for Years 10 and 11 pupils was contracted out to an external provider but due to acknowledged difficulties it was mutually agreed to end this contract in 2002. Temporary provision was put in place from March 2002 to September 2002 when a member of staff was appointed specifically to work with Years 10 and 11 pupils. This member of staff left at the end of December 2002. A successor took up post in April 2003. The Centre's plans to develop appropriate alternative accreditation have, therefore, been delayed. The centre is now successfully addressing the need for provision of appropriate external courses for Years 10 and 11 pupils.

42 The last inspection identified weaknesses in sex, health and drugs education. These have been fully addressed. Weekly PSHE and citizenship lessons cover a good range of topics to do with these aspects of the pupils' education.

43 The Centre offers its pupils English, mathematics and science, including appropriate provision for literacy and numeracy. Art and design, design and technology and information and communication technology (ICT) form part of the curriculum. Design and technology includes food technology. ICT is used appropriately in other subjects, for example in a PSHE lesson when Year 10 pupils accessed the Internet to research a voluntary organisation. The Centre teaches humanities. At present a topic on 'India' includes geography and history besides other subjects such as religious education. Such topics help teach the pupils about societies different to their own. Outdoor education contributes very well to the pupils PSHE as well as to their physical development. Some vocational courses are taught off-site, for example, catering and painting and decorating.

44 Although no extra-curricular provision takes place after school, activities take place that extend the statutory curriculum. These include outdoor activities and the opportunity to use the Breakfast Club, though this was not patronised during the inspection.

45 The Centre makes good provision for pupils with special educational needs in Years 6 to 9. Teachers make very good use of pupils' individual education plans when weekly targets are set and reviewed. The recommendations of the Code of Practice for pupils with Special Educational Needs are fully implemented in Years 6 to 9, and these pupils have access to the full range of the Centre's curriculum. However, in Years 10 and 11, provision is unsatisfactory, individual education plans, though in place, do not fully meet the recommendations of the Code of Practice.

46 The provision for pupils' spiritual, moral, social and cultural development is satisfactory overall. It is good for the pupils' moral and social development and satisfactory for their spiritual and cultural development.

47 In their routine work, pupils sometimes consider the changing seasons and pursue art work through these as in the display of spring containing visual representations of flowers and lambs by Year 6 pupils. They show some sensitivity to the season by the creation of poems linked to spring such as:

*'Spring,
The first season,
Warm, sunny, showery,
Like a rose bush,
Coming into flower
Makes me happy,
Spring
Makes me look forward to summer'.*

48 There is little provision for neither religious education nor acts of worship to support further pupils' spiritual development and little reflection about natural science, such as examination of objects through microscopes and classroom displays to make pupils wonder. The provision for pupils' spiritual development has not developed sufficiently since the last inspection.

49 Pupils' moral development is encouraged effectively. Teachers alert pupils to the way people live in other countries. Good use of video material showing scenes of life in Bombay helps pupils to realise how 'rich' they are themselves. They are taught to respect others in their class groups and what is acceptable and unacceptable comment in group tuition sessions. Through citizenship and personal, social and health education lessons, pupils consider the effects of harmful drugs and the dangers of acting in certain ways to themselves and to others. Colourful statements stuck in prominent places on walls such as 'Respect is a two-way thing' and 'Truth is never too late to tell' can cause pupils to stop and consider their full meaning.

50 Pupils have good opportunities to improve their attitude to others and the good level of success in integrating pupils into mainstream school and improving their behaviour is testimony to the school's success. Pupils learn good cooperation skills through outdoor pursuits activities, such as building rafts and this supports their working as a team. The school's anger management programme and weekly target setting helps the pupils to reflect on their own conduct and how this can be improved. A code of conduct is prominently displayed in classes. Pupils are taught honesty, truth and respect.

51 The provision for pupils' cultural development is mainly through work in art and design and in geography. Pupils learn about different artists such as Klee and Mondrian and discuss these artists' styles before trying out their techniques in their own work. Framed prints of work by Bridget Riley and Van Gogh provide further examples for pupils of other styles of art work. They are introduced to the Chinese New Year and make a large pictorial display of a goat. Pupils undertake a little work on Hinduism in association with their study of India.

HOW WELL DOES THE UNIT CARE FOR ITS PUPILS?

52 This is a very caring school where the health, safety and general welfare of pupils is a priority of all staff. There have been some improvements since the last inspection report. A child protection policy is now in place. The assistant head teacher has designated overall responsibility and received specific training. The Local Education Authority has given all members of staff annual training and they understand the procedures to be followed. The health and safety policy is of very good quality and fully implemented. Risk assessment is completed for the building, visits and individual pupils. Members of staff ensure seatbelts are always worn during travel, which is an improvement since the previous inspection. Three staff are qualified in first-aid and medication is dispensed appropriately. There is a high level of supervision throughout the day.

53 Improving pupils' attendance, behaviour and personal development is the first and foremost priority of the school. Teachers know their pupils well and take time to support them with social and behaviour needs. Close liaison with outside agencies helps to meet these needs. The school operates a first day response to absence. Attendance and behaviour are monitored weekly by the school. The education social worker has regular meetings with the attendance co-ordinator and checks registers each half term. The headteacher provides an analysis of absence each term for the management committee and works with the school and parents towards improvement. Teachers actively promote good behaviour, and the elimination of oppressive behaviour, through setting individual weekly targets linked to the reward system, which is having a positive influence on most pupils. The strong personal, social and health education curriculum, including citizenship, enables staff to give support and guidance in this area. The school has rightly identified attendance, especially in Years 10 and 11, as an area of concern.

54 Overall, the Centre provides a satisfactory level of care for pupils with particular learning difficulties. Members of staff know their pupils well and provide effectively for their needs. In Key Stages 2 and 3 pupil's targets are regularly reviewed and pupils are fully included in these reviews through self-evaluation and collaboration in the writing of their individual education plans. Teachers and support assistants are responsible for the daily needs of these pupils and, together with them, keep records of achievement linked to their weekly targets and reviews. These are well planned to take account of the targets outlined in the pupils' individual education plans. They provide a good record of each pupil's personal achievements and a satisfactory record of academic progress through Key Stages 2 and 3. Provision for pupils with learning and emotional difficulties in Years 10 and 11 are unsatisfactory, due to the poorly written individual education plans and the absence of action to address them. Provision for the two pupils with statements of special educational need in Key Stage 4 is also unsatisfactory. The reason for this is that one statement is out of date, and the other pupil refuses to attend the Centre, so no evidence of provision is available.

55 Overall the school's assessment arrangements are satisfactory. Records from the schools the pupils come from are often late depriving the school of very useful information when they begin at the Centre. The school has developed an assessment programme for the pupils when they first arrive in order to plan learning for them. These tests are useful in that respect as they point up areas of strength and difficulty. There are good records of pupils' ongoing personal development and this is an improvement on the last inspection report. However, some weaknesses in assessment remain. In most respects, the records of pupils' progress are too broad and do not contain enough detail to support the staff in planning precise steps in their future learning. The science record contains a record statement

'understands basic physical concepts' and the mathematics record 'can multiply factors 10 x 10'. Such statements are too broad to be of use in planning the next piece of work that will move the pupils' learning on. Teachers mark pupils' work regularly and they frequently add comments about its quality and how the pupils might improve but a few pupils do not take enough notice of these to improve their work in the future. The weekly target setting with individual pupils and end of week evaluation is very useful practice and focuses the pupils' minds on how they can improve academically and socially.

HOW WELL DOES THE UNIT WORK IN PARTNERSHIP WITH PARENTS?

56 Parents, who expressed an opinion prior to inspection, have very positive views about the school and feel it does a good job for their children. They feel the school works closely with them and keeps them well informed about how their children are getting on. Most say their children like school, make progress and become mature and responsible due to the good teaching and high expectations of work and behaviour. Inspection findings agree with parents' positive comments in most respects but behaviour in Year 11 is poor.

57 The school has good links with parents, which is an improvement since the previous inspection. All parents now receive a school brochure and termly newsletters to keep them informed on the work and organisation of the school. They have been consulted through a questionnaire and have given their opinions about areas of the school's work. Parents receive weekly written reports about their child's progress and targets. Regular telephone contact is made for attendance, behaviour and to share 'good and bad' news about pupils' achievements. The school has an open-door policy and welcomes parents to visit school such as celebrating 'India day' with the pupils or attending the day of achievement, when pupils receive their certificates. Parents are invited to attend review meetings. The school is planning more open days in the hope of encouraging more parents to play an active role in the partnership. Homework is not regularly given and this limits the support parents are able to give in helping to raise standards.

58 All parents agree to work in partnership with the school before their children are admitted through an appropriately worded home-school agreement. They have a pre-entry visit and can contact staff at any time if they have any concerns. A few parents visit when the school has an open day but the majority of parents do not. Some parents do not support the school by ensuring pupils attend regularly, so this has a negative effect on their child's progress. Most parents are generally happy with the school's provision for their children. At present there is no parent representative on the management committee of the school. There is no Parent and Teacher Association and no parents help in school.

HOW WELL IS THE UNIT LED AND MANAGED?

59 The headteacher and key staff lead and manage the Centre effectively and efficiently. However, there are some difficulties in the oversight of responsibilities, such as in mathematics, because of the individual roles played in the EOTAS service in general. Consequently not all subject co-ordinators have a direct involvement in, and influence over, curriculum practice and there are consequent difficulties in monitoring and supporting specific teaching provision. This reduces their effectiveness. This was noted in the last report. Nevertheless, pupils generally achieve well because of the good quality of the staff's work. The main reason for this is the effective teaching that the pupils receive that promotes good

quality learning. The management of the Centre benefits from efficient and friendly administrative staff.

60 The appropriate authority fulfils its statutory responsibilities well and accounts for the performance of the Centre. A Senior Education Officer has overall oversight of the EOTAS service of which the Centre is part. The headteacher of the Centre shares decision making with the Senior Education Officer and leads and manages the day-to-day life of the Centre well. The Centre has a Management Committee that has a wide range of representation. This has included officers of the Local Education Authority, the police, a representative secondary school headteacher, Connexions, the Youth Offending Service, Hartlepool College of Further Education and Social Services. The Committee does not include any parent representatives though the Centre would welcome parent members. The wide membership of the Management Committee gives a usefully broad perspective to its work. The Centre's Local Education Authority adviser is a member of the Management Committee. The Centre values the role that the adviser takes in assisting in its development planning and in reviewing its practice. The Management Committee does not have a formally written constitution but follows Department for Education and Skills (DfES) regulations in this matter.

61 At the time of the last inspection, statutory requirements were not being fully met with regard to the appraisal of teachers, the provision of sex education and with regard to child protection. There were also shortcomings in health and drugs education. Otherwise all statutory requirements were met. The weaknesses have been fully addressed. Procedures for child protection and for ensuring pupils' welfare are now very good. Policies have been written and implemented for sex, health and drugs education. The Centre has put in place policies for staff development and performance management and objectives have been set for the teachers. Non-teaching staff are appraised by their team leaders on an annual basis in line with their appraisal scheme.

62 The aims of the centre are clear to everyone, the reintegration of pupils as quickly as possible back into mainstream education and the provision of appropriate alternative education for those pupils who do not return to school. The Centre's aims and values are well reflected in its work. There is shared commitment to the pupils' best interests and this fosters a positive ethos that is beneficial to the pupils' welfare and progress.

63 The Centre monitors and evaluates its performance satisfactorily and takes appropriate action. The Management Committee monitors the work of the Centre. All policies and procedures are presented to the Committee for approval before adoption and implementation. Reports are written on the performance of the Centre by the headteacher and presented to termly meetings of the Management Committee. The Local Education Authority has good involvement in planning the future direction of the Centre. The Local Education Authority adviser evaluates the work of the Centre against its development plan and reports to the Committee. Some members of the Management Committee have taken part with the staff in development planning and are therefore in a favourable position to monitor its progress. The headteacher holds a monthly progress meeting with the Senior Education Officer. The headteacher and team leaders have had training in school self-evaluation. This has assisted them in their monitoring of the effectiveness of the work of the staff of the Centre and evaluating and developing the teaching. The Centre challenges its practice by examining the quality of its teaching and bringing about improvements. The headteacher will be assisted in her monitoring of Years 10 and 11 pupils by the newly appointed deputy headteacher who manages the separate unit from where the education of the Years 10 and 11 pupils is provided.

64 A strength of the Centre is its flexible response to meeting the needs of its pupils. This is well exemplified by its successful management of work experience and college courses for Years 10 and 11 pupils. Complimentary feedback from local businesses testifies well to the success of the Centre in this regard and some pupils have found employment with firms with whom they did work experience. Work experience and subsequent employment is often successfully supplemented by college placements where pupils may gain professional qualifications or GCSEs.

65 The Local Education Authority and the Senior Education Officer responsible for its management determine the overall budget for the Centre. It is the responsibility of the headteacher to determine an annual budget regarding capitation. The most recent financial audit conducted in March 2003 reported that the financial systems were sound. The Centre does not have a fully delegated budget and it is difficult for a pupil referral unit to compare its performance against other schools. Consequently opportunities for the Centre to apply the principles of best value are limited. In so far as it can, it does so. It challenges its practice, it consults with the bodies that it serves and it seeks competitive prices for the books and equipment that it purchases. The Centre provides satisfactory value for money.

66 The special needs co-ordinator has responsibility for managing the pupils with special educational needs. She is very well informed and resourceful in her approach to the role, and draws well on national and local initiatives for the benefit of the pupils. However, she has yet to fully influence the provision for pupils with special educational needs in Years 10 and 11.

67 The school is well staffed and there is a favourable adult - pupil ratio. Equally the staff is well qualified and some are very experienced in working with pupils who have emotional and behavioural difficulties. Staff have good opportunities for in-service training. There is a useful staff handbook and good procedures to induct new staff to ensure all staff know about the way the Centre operates and to ensure they operate common practices. The administrative staff is efficient, welcoming and caring. Liaison between all adults, within the Centre is good. A particular strength of this Centre is the support staff who make a strong contribution to the provision and care of the pupils with their expertise in both daily planning and assessment.

68 Resources are generally satisfactory. There is a good provision of computers but there is insufficient software. There is an inadequacy of resources in mathematics, history and geography and not enough information and communication technology software, such as that needed to assist pupils' learning in the basic skills. This is a similar judgement to that at the time of the last inspection.

69 As at the time of the last inspection, accommodation is unsatisfactory as the Burn Valley site is too small to accommodate all pupils on roll. This has resulted in upheaval and change for pupils in Years 10 and 11 pupils who are based at the Crown Centre site approximately one and a half miles away. The building at Burn Valley is in need of external refurbishment, with rotting wood and peeling paint much in evidence. Neither site has disabled access, a suitable playground area or indoor physical education facilities. However, the accommodation is clean and tidy inside and staff make good use of what they have to provide a satisfactory stimulating learning environment.

WHAT SHOULD THE UNIT DO TO IMPROVE FURTHER?

70 The Centre has made satisfactory progress since its last inspection but the provision for Years 10 and 11 pupils has suffered adversely in the past two years because of the decision to contract out the provision for these pupils and from subsequent arrangements made up to Easter 2003. The new appointments for this age group are showing a very determined effort to change things round and are keen to make a success. In order to improve the overall provision at the Centre, the headteacher, staff and the management committee must improve:

- The opportunities and provision for pupils in Years 10 and 11 and the quality of their individual education plans;

(Paragraphs 1, 12, 15, 16, 20, 21, 56)

- The provision for mathematics in Years 6, 10 and 11;

(Paragraphs 15, 29, 35, 55, 59, 68)

- Teachers' lesson planning and record keeping of pupils' progress over time;

(Paragraphs 36, 55)

- The organisation of coordinators' roles and the monitoring of their responsibilities through the Centre;

(Para 59)

- Teaching and learning resources in mathematics, history, geography and information and communication technology and better use of information and communication technology across the curriculum and for those pupils with special educational needs;

(Paragraphs 16, 29, 35, 68)

- The presentation of pupils' work and pupils' pride in it.

(Paragraphs 2, 15, 36)

In addition to the above, the following minor issues should be addressed by the school.

- Continue to look for ways of improving attendance particularly in Years 10 and 11.

(Paragraphs 19, 20, 24, 53)

- Improve further the provision for pupils' spiritual and cultural development.

(Paragraph 48)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	24
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	12	10	0	0	0	0
Percentage	8	50	42	0	0	0	0

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

Information about the unit's pupils

Pupils on the unit's roll	No of pupils
Number of pupils on the unit's roll	33

Special educational needs	No of pupils
Number of pupils with statements of special educational needs	2
Number of pupils on the unit's special educational needs register	33

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

Attendance

Authorised absence

	%
Unit data	10.9

Unauthorised absence

	%
Unit data	31.8

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

Attainment 2001/2

The tables to indicate attainment in national tests are not appropriate in this Centre because many pupils are only on the school's register for short periods before being re-integrated and their performance in national tests does not, therefore, reflect their progress in the Centre. Equally the numbers of pupils at the end of each key stage would be statistically insignificant and unreliable. Two Year 6 pupils who were on fixed-term exclusions were eligible to take the Year 6 tests in 2002 and have since been re-integrated to other schools. These pupils gained Level 3 in science and English and Level 4 in mathematics. Two Year 9 pupils were eligible to take the examinations at the end of Year 9. One was absent and the other absent for science and disapplied from English and mathematics.

Two Year 11 pupils undertook external examinations.

One pupil obtained

AQA On Demand Literacy Level 3

AQA On Demand numeracy Level 4

Basic Health Hygiene and Safety

GCSE IT Grade G

GCSE Mathematics Grade F

GCSE Physical education Grade F

A second pupil obtained

AQA GCSE English Grade E

AQA GCSE speaking and listening Grade E

AQA Seg Modular mathematics Grade F

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	41	8	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	1	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes**Qualified teachers and classes: Y6 – Y11**

Total number of qualified teachers (FTE)	5.6
Number of pupils per qualified teacher	5.8

FTE means full-time equivalent.

Education support staff: Y6 – Y11

Total number of education support staff	6
Total aggregate hours worked per week	187

** Not applicable*

Financial information

Financial year	01/02
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	£
Total income	462,082
Total expenditure	425,786
Expenditure per pupil	*
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	5

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	33
Number of questionnaires returned	11

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	45	27	9	9	9
My child is making good progress in school.	36	55	0	9	0
Behaviour in the school is good.	36	45	0	9	9
My child gets the right amount of work to do at home.	0	50	10	20	20
The teaching is good.	73	18	0	0	9
I am kept well informed about how my child is getting on.	73	27	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	73	27	0	0	0
The school expects my child to work hard and achieve his or her best.	82	18	0	0	0
The school works closely with parents.	82	9	9	0	0
The school is well led and managed.	73	18	0	0	9
The school is helping my child become mature and responsible.	73	18	9	0	0
The school provides an interesting range of activities outside lessons.	82	18	0	0	0

* Caution needs to be exercised in interpreting the questionnaire analysis as each response is the equivalent of approximately nine per cent. Not all responses add up to 100 per cent because of rounding.

Summary of parents' and carers' responses

There were few responses in total to the Ofsted questionnaire. The inspection team also considered the results of a Local Education Authority survey made of the parents in the recent past that had obtained 26 replies. Twenty-five of the parents were very satisfied with the provision and felt that they were kept well informed about progress. Nineteen parents were happy with the help their child was receiving. All parents stated they were able to give their point of view.

