

INSPECTION REPORT

BARKING AND DAGENHAM TUITION CENTRE

DAGENHAM

LEA area: BARKING AND DAGENHAM

Unique reference number: 132816

Headteacher: Mrs S Waugh

Lead inspector: Mike Warman

Dates of inspection: 24 – 27 November 2003

Inspection number: 259061

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Special
School category:	Pupil Referral Unit
Age range of pupils:	7 – 16 years
Gender of pupils:	Mixed
Number on roll:	77
School address:	Arden Crescent Dagenham Essex
Postcode:	RM9 6TD
Telephone number:	0208 272 6000
Fax number:	0208 517 4949
Appropriate authority:	London Borough of Barking and Dagenham
Name of responsible officer:	Mr Justin Donovan
Date of previous inspection:	None

CHARACTERISTICS OF THE SCHOOL

The Barking and Dagenham Tuition Centre (the Centre) provides for pupils in Years 3 to 6 in the primary provision and those in Years 7 to 11 in the secondary provision, although at present there are not pupils in all the year groups. It is the only pupil referral unit in the borough. It takes pupils who have been permanently excluded from school or who are in danger of being excluded. It also runs a home tuition service. Pupils who attend the Centre are predominantly white. There are currently 77 pupils on roll but only 49 are full-time at the Centre, 28 are dual registered but spend no time at the Centre. Different sites are used: the main Centre building which houses most of the secondary provision; the primary site which at present occupies a room in a neighbouring primary school but is about to move to its own building; and college provision at the Barking and Havering Colleges. Five pupils have a statement and seven others are identified as having special educational needs. All these pupils are identified as having emotional and behavioural difficulties. Three pupils speak English as an additional language.

The primary aim of the Centre is to re-integrate students into mainstream schools for those in Years 3 to 9 and for students in Years 10 and 11 to re-engage them in learning and provide an alternative provision leading to national accreditation. For these students college provision and work experience feature strongly.

The home tuition service has 30 students on roll, from Year 3 to year 11, made up of 18 boys and 12 girls. Twelve students have statements of special educational needs. The reasons for their not being in school and receiving home tuition fall broadly into two categories, medical and non-attendance, the latter comprising both those who refuse to go to school and those who are permanently excluded. The Centre depends on the Access and Attendance Service for admissions. Provision is relatively extensive benefiting a significant number of students. About half the students fall into the medical category and only a small number have been permanently excluded.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The Centre makes **satisfactory** provision overall. Teaching and learning are satisfactory and students make good gains in their personal development. Leadership and management are satisfactory and the Centre provides satisfactory value for money.

The school's main strengths and weaknesses are:

- The Centre creates a positive climate for learning which results in students showing good attitudes and behaving well.
- The headteacher provides a very clear direction for the work of the Centre.
- Staff work well as a team, are developing well professionally and show a strong commitment to improving the quality of their work.
- The primary provision, although still in its early days, is good.
- The present arrangements for students in Year 10 at the Centre and Year 11 at Barking College do not provide continuity in the curriculum for them all, resulting in too much work being repeated.
- The use of assessment to inform individual students' targets and lesson objectives is inconsistent.
- Many students stay too long at the Centre and too few are re-integrated into mainstream schools.
- The new accommodation for the primary provision is good but that for the secondary provision is unsatisfactory as there are poor facilities for students to engage in practical science and there are health and safety issues.

This is the first inspection of the Centre.

STANDARDS ACHIEVED

Student's achievements	In relation to individual targets in:	
	Subjects of the curriculum	personal and social education
By the time they leave the Centre	Satisfactory	Good

Inspectors make judgements in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor.

Pupils' achievements in Years 3 to 6 are good and the majority are on track to either be re-integrated or start their re-integration into mainstream schools in the near future. Pupils make greatest progress in their personal and social development, they are developing confidence in their own abilities and learning to manage their own behaviour well. In English and mathematics pupils have very clear individual targets and they make good progress towards them.

In Years 7 to 11 achievement in personal and social development is good. The many opportunities provided by the Centre for students to develop their personal and social skills support this area very well. In all subjects staff set clear expectations to which students respond well. In the subjects of the curriculum students' achievements are limited by the lack of continuity of their work between Year 10 in the Centre and Year 11 at Barking College. In English and science in the Centre, students achieve satisfactorily and in mathematics and ICT achievements are good.

QUALITY OF EDUCATION

The Centre provides a **satisfactory** quality of education. The overall quality of teaching is **satisfactory**. Teaching in Years 3 to 6 is good which is reflected in pupils' good learning and that they achieve well. Teaching is good in mathematics and information and communication technology. The curriculum is satisfactory but there is a lack of continuity between the curriculum in Year 10 in the Centre and in Year 11 at Barking College for those students studying for GCSE. Also the curriculum for science in Years 7 to 11 is limited by the lack of facilities for practical work. The provision which the Centre makes for the care, guidance and support of its students is good.

LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory**. The headteacher provides a very clear direction for the work of the Centre and is particularly effective. Since the Centre opened, the role of the LEA in terms of support and leadership has been unsatisfactory. This is now much improved and the Centre has been better supported and there is more clarity about its role.

PARENTS' AND STUDENTS' VIEWS OF THE SCHOOL

Parents have positive views about the work of the Centre. Students are confident to talk about the benefits of being part of the Centre and what it has done for them.

IMPROVEMENTS NEEDED

The most important things the Centre should do to improve are:

- Provide more continuity in the curriculum between Years 10 and 11 for those students attending college in Year 11, particularly those studying for GCSE.
- Ensure there is more consistency in the use of assessment to inform individual students' targets and lesson objectives.
- Improve the arrangements for admission so that students have an identified school to return to and stay at the Centre for a shorter time before returning to mainstream schools.
- Improve the secondary accommodation so that there are appropriate facilities for teaching practical science and address the health and safety issues raised during the inspection.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY STUDENTS

Standards achieved in subjects and courses

Students achievements are satisfactory, they are good in Years 3 to 6 and satisfactory in Years 7 to 11.

Main strengths and weaknesses

- Progress in Years 3 to 6 is good, it is very good in ICT.
- Progress in mathematics and ICT in years 7 to 11 is good.
- Progress in the practical aspect of science is unsatisfactory.

Commentary

1. When students join the Centre, their average attainment is below the nationally expected level for their age and often well below this level, particularly in English and mathematics. During their time at the Centre, pupils make good progress in their personal development and achieve well.
2. Most students have a history of interrupted education and often low achievement. During their time at the Centre most students improve the standard of their work considerably so that by the time they leave most students in Year 11 achieve creditable results in externally accredited assessments. The main factor for this progress is the significant proportion of good and very good teaching. Most teachers have high expectations of students and consequently they respond well both in terms of academic achievement and behaviour. There is no difference in the progress made by different groups of students, different ages or by boys and girls. The students who have special educational needs (SEN) and the one student who has a statement of SEN also make good progress in relation to the targets set for them. Their progress is as good as that of other students at the Centre because care is taken to provide good individual support.
3. In English students make satisfactory progress overall. In Years 3 to 6 pupils make good progress and achieve well. In Years 7 to 11 students' achievements are satisfactory. Good progress is made throughout the Centre in developing speaking and listening skills but students find reading and writing more difficult and progress is slower.
4. In mathematics good progress is made throughout the Centre and students achieve well. In Years 3 to 6 pupils show a good knowledge of numbers and develop their computational skills well. In Years 7 to 11 students further develop their knowledge and skills to solve problems as they embark on the GCSE course work.
5. In science pupils make good progress in Years 3 to 6 and achieve well. In Years 7 to 11 achievements in the knowledge-based aspects of the subject are satisfactory but the lack of facilities means that achievements in the practical elements are unsatisfactory.
6. In information and communication technology (ICT) students make good progress and achieve well. In Years 3 to 6 pupils achieve very well in applying their knowledge and skills throughout the curriculum.

Pupils' attitudes, values and other personal qualities

Overall, students' attitudes, values and other personal qualities are developed well and this is a strong feature of the Centre.

Main strengths and weaknesses

- The Centre is effective in helping students develop a positive approach to their education.
- Students learn to behave well.
- Overall, the provision for spiritual, moral, social and cultural development is good.
- Attendance is much improved and students are punctual.

Commentary

7. All students attending the Centre have previously experienced difficulties with their attitudes, behaviour and personal development and in these areas make good progress. Students who have identified behavioural difficulties make the same good progress as other students in the Centre.

8. The students are positive about their learning. They indicate that they feel comfortable and secure in the Centre and throughout the day there is a calm working atmosphere. Students are striving to overcome problems which have previously affected their progress. Parents report that students are interested in their learning and this is a significant improvement on the situation in their mainstream schools. Most are improving their level of concentration and are beginning to handle challenge well. They work purposefully, and persevere even when they find a task difficult. Discussions with students show that they feel very positive about what the Centre has done for them.

9. Behaviour in and around the Centre is good. Students respond well to the behaviour policy. They understand the system of rewards, merits and sanctions. The good behaviour at breaks and lunchtimes results in these being pleasant, sociable occasions. Students behave well out of the Centre, as for example when primary aged students visit a home for the elderly. Students are polite and courteous and respond well to visitors. The significant improvements noted in students' behaviour result from the targets set for them being seen as meaningful and relevant to each individual. Exclusions are used rarely and consequently there were only a small number in the last year.

10. Relationships are good. Staff act as good role models; particularly noticeable is their calm approach. There is mutual respect between the students and adults and they respond well to the trusting relationships and patient encouragement from staff. These enable students to gain self-respect and confidence. Students learn to accept each other's difficulties and they provide support for each other. The quality of relationships makes an important contribution to the ethos of the Centre.

11. Students respond to the opportunities for personal development well. They are familiar with routines and help to organise their own learning in subjects such as Business Education. All show respect for their surroundings and handle equipment carefully. This is especially noticeable in science, information and communication technology and in creative work. Students are developing a realisation of the need for taking turns and sharing through the activities. They make a conscious effort to contribute to the smooth running of the Centre even by small details such as remembering to put their chairs under the table as they leave the central area which they are aware acts as a thoroughfare.

12. Students' spiritual development is satisfactory. Staff receive and value students' ideas and encourage them very well to have a positive self-image. Staff inspire a sense of trust. In this climate students are confident to explore their feelings and emotions. The Centre provides a range of opportunities for students to find out about different beliefs. In subjects such as science and art, opportunities are provided for students to develop a sense of wonder at the beauty of the world.

13. There is very good provision for moral development. Parents express their appreciation of the aims, values and good behaviour that the Centre promotes and students are aware that they are expected to behave well. Students are taught the difference between right and wrong, and appreciate the importance of the agreed rules. Targets to help improve behaviour are carefully

worked out for each student and all staff who work with the students are made aware of these so that there is consistency of approach. The staff work hard to help students attain these and this results in students making good progress in this respect. Procedures to deal with either bullying or harassment are well thought through and effective.

14. The support for students' social development through the daily life of the Centre is good. At breakfast club, break times and throughout the lunch breaks many staff are on duty. They eat meals with the students and take part in games with them. 'Free' times are well organised and students enjoy being together. Visits out of the Centre play an important part in encouraging students' social development.

15. Overall, good opportunities are provided for students to develop their cultural awareness. Students learn about different cultural backgrounds and different faiths are recognised. Students' understanding of different faiths and cultures is also promoted well by the staff of the Centre, a high proportion of whom come from different cultural backgrounds. The Centre is racially harmonious. Books appropriately include information about the diverse range of cultures represented in society. Taken overall, the Centre ensures that students learn about life in a multi-cultural society well.

Attendance

16. Attendance is good, it reflects an improving picture. Figures for the current term show that students' attendance has noticeably improved since the start of term. The Centre's own analysis demonstrates that students last year showed higher levels of attendance than when they were attending their mainstream schools. Punctuality is good – students arrive on time for the breakfast session and lessons start promptly. Attendance is promoted well. Learning mentors play a crucial role in developing students' positive attitudes to work and to attendance itself. They are seen by students as potential go-betweens and mediators should a problem arise or a misunderstanding arise between teacher and student. They are patient and very skilled in judging the student's perspective. They make home visits when attendance, or other issues, arise and support students well.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
Centre data	11	Centre data	13

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
Mixed – White and Black Caribbean
Mixed – White and Black African
Black or Black British – African
Black or Black British – any other Black background
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
65	9	0
2	0	0
2	0	0
1	0	0
5	0	0
2	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE CENTRE

Teaching and learning

Teaching and learning are satisfactory overall.

Main strengths and weaknesses

- Staff have high expectations and manage behaviour well.
- Teachers have good subject knowledge.
- Senior staff set a very good model in their teaching.
- All staff have very good relationships with students.
- The effective use of assessment is inconsistent.

Commentary

Summary of teaching observed during the inspection in [number] lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	4	9	12	1	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons

17. Overall, teaching is satisfactory with a significant amount of good and very good teaching, and a small amount that is unsatisfactory.

18. The work of the learning mentors and learning support assistants throughout the Centre contributes significantly to the quality teaching seen and the learning opportunities provided for the students. They are skilled when working with individuals or small groups of students. Their necessary interventions to help with the management of students' behaviour are effective.

19. The best teaching is seen when teachers make it clear to students what is expected of them in a lesson and what it is hoped they will achieve. In Years 10 and 11 it is also made clear to students how the lesson content will help them achieve well in the qualifications they are working towards, which is particularly effective in motivating students as they have a desire to succeed. Consequently, most students respond positively to the realistic challenge of these well-planned lessons.

20. Detailed planning and preparation is helping teachers to conduct lessons that flow at a good pace and successfully interest students. What is apparent is that staff insist on high standards of behaviour and many have good expertise with regards to behaviour management. This, linked to the Centre's strategies for supporting staff, leads to a good response from students. Senior staff set a very good example through their behaviour management and the quality of their teaching.

21. Teaching in Years 3 to 6 is good with examples of very good and excellent practice. This good quality of teaching contributes positively to pupils' good learning in lessons in all subjects taught. Teachers have high expectations and these are supported by effective planning and very good pupil management that demonstrates clear understanding of individual needs. Time and resources are used efficiently and effectively. Pupils make an effort in lessons and consequently they achieve well in learning new skills, acquiring knowledge and developing understanding. Teachers promote this effective learning through activities that match pupils' needs because they have good knowledge and understanding of the individual pupils. Key subject vocabulary is identified, well promoted and emphasised in these lessons. The basic skills of literacy and numeracy are well promoted, through effective use of the national strategies, as are the key skills in information and communication technology.

22. Teaching in Years 7 to 11 is satisfactory with some good and very good features. All teachers are specialists and share their enthusiasm with the students. Lessons are generally well planned and appropriate resources are used to stimulate and interest students. Although objectives for lessons are identified in the planning these are not always directly related to the subject content as they sometimes relate to students' personal development. In those subjects where they are, they are sharp and clear and support learning well. Students benefit from the positive relationships developed by the staff and the constant encouragement to persist with and improve their work. Teachers recognise students' differing abilities and give as much attention as possible to meeting students' individual needs. The result is that most students develop confidence and achieve satisfactorily. The use of support is effective with assistants making a valuable contribution to developing pupils' skills.

23. Although teachers regularly assess students' work and give helpful comments it is not always made clear as to how they can improve their work and what they have to do to achieve the next stage of their learning. Assessment is less effective. The use teachers make of the results of their assessments to inform individual student's targets and their own planning is inconsistent.

The curriculum

Provision is satisfactory overall.

Main strengths and weaknesses

- A high focus is given to students' personal development. This is particularly effective and results in students of all ages learning to take responsibility for their actions.
- The curriculum for pupils in Years 3 to 6 is good.
- Pupils in Years 3 to 6 successfully re-integrate back into mainstream schools but this does not happen in other year groups.
- The Centre runs interesting and relevant programmes in Years 7 to 11 but there is not always sufficient focus on individual targets, particularly in literacy and numeracy.
- There is a lack of continuity in the curriculum for many students at the end of Year 10.
- A good level of staffing supports students' individual needs in all year groups.

Commentary

24. Overall, the curriculum covers all expected areas and students of different ages and abilities have suitable opportunities to learn.

25. The curriculum for pupils in Years 3 to 6 is good. Well thought out policies are in place and careful assessments are undertaken as pupils join the Centre. Individual learning plans are set up so that staff are able to take full account of each pupil's needs. The school has used national and LEA guidance effectively as a basis for its planning and the pupils benefit from a well-balanced and interesting programme.

26. The curriculum for students in Years 7 to 11 is satisfactory. There are relevant programmes running in the Centre which effectively help to develop students' key skills in literacy, numeracy and ICT. There is a good emphasis on students learning about science, the world of work, careers, humanities and creative development. Particularly through the ASDAN programme students effectively learn how to problem solve and how to set about action planning. A satisfactory emphasis is given to their physical development, mainly through visits to local sports centres. The Centre has successfully introduced GCSE courses in English, mathematics and science as well as in Business Education and has plans to extend this aspect of provision. Many students in Year 11 undertake courses at local colleges but these courses often do not provide appropriate progression for students who are already part of the way through a two-year programme.

27. The Centre fully meets the requirements of the special educational needs Code of Practice. A wide range of different types of support is provided according to each student's needs. All of this is effectively planned and reviewed regularly to achieve the best outcome for the student. A central feature is ensuring that all students learn to appreciate that each and everyone is important and working with others is often the key to success. In order to ensure a clear focus in the work of all students the Centre has started to set targets for individual students within each area of the curriculum. However, these are not yet established in English and therefore not used to support students' learning across other curriculum subjects. Targets are set for numeracy but these are not used consistently in other subjects.

28. The Centre's provision for personal, social and health education is good. Throughout the day staff reinforce the high expectations of the Centre in terms of students' personal development, for example, during breakfast time and at lunch time. In this way the Centre helps students to realise that each individual has responsibilities as well as rights, and that everyone has to learn how to make choices. There is suitable attention given to the need for healthy living, sex education and the dangers associated with drug misuse. Emphasis is given to the development of students' understanding of citizenship and issues associated with environmental issues are of particular interest to students.

29. The Centre has a strong commitment to equality of opportunity and ensuring all students' needs are met. This works very well in Years 3 to 6 where effective links are set up with mainstream schools. Flexible working arrangements with these schools are used well and as a result students are effectively re-integrated into mainstream provision. These opportunities are not available for students in Years 7 to 11 and the arrangements for re-integration are unsatisfactory.

30. The provision for curriculum enrichment is satisfactory overall. A wide range of enrichment activities is being set up but these are not well established. Visits out of the Centre include those to a local church, local libraries, a home for the elderly and places of interest in the locality. Visitors into the Centre, including the Fire Brigade, trainers in First Aid and staff from the drugs education team, all help to enhance the curriculum.

31. Resources are adequate. Resources for ICT have developed well during the past year and are now good. There is a good level of staffing and this has a particularly positive impact on students' personal development. Overall, staff are well qualified. They have secure subject expertise as well as understanding about how to work with students who often have experienced difficulties in mainstream schools. Support staff are well matched to the curriculum needs of the Centre. The learning mentors play an important role, particularly in helping students develop their self-esteem.

32. The accommodation is unsatisfactory overall. The pupils in Years 3 to 6 currently work in a small room in the primary school which is on the same campus as the main Centre. This does not provide adequate facilities. However, these pupils are going to move to very good purpose-built accommodation in the near future. The accommodation for students in Years 7 to 11 is in a refurbished building. It is bright and interesting with good displays but the exterior of the buildings is not in a good state of repair. The facilities for science are inadequate and this limits the programme particularly in practical and investigative work.

Care, guidance and support

The provision which the Centre makes for the care, guidance and support of its students is good overall. The procedures which are in place to care for students and ensure their general welfare are very effective. The Centre and the colleges for those students in Year 11 provide very good careers guidance and advice. There are systems in place to monitor students' achievements and personal development but these are not used as well as they could be on a day-to-day basis. For those students who attend Barking College the timescale over which these systems operate is protracted and they are not effective. The Centre, and the colleges, undertake regular analysis of students' views and act on these appropriately.

Main strengths and weaknesses

- The Centre has very good systems in place for child protection and to ensure that students are cared for and that their general welfare is promoted.
- The careers guidance and advice which the Centre and the colleges provide is very good.
- The Centre and the colleges actively seek the views of students and act on these appropriately.
- The systems to monitor students' achievements and their personal development are not effective on a day-to-day basis.
- For students in Barking College, the nature of the contract between the LEA and the College means that the timescale over which the systems for monitoring attendance and achievement are protracted and not effective.
- Listening and responding to students' views is very well integrated.

Commentary

33. Students are supported by very good procedures for child protection and satisfactory health and safety procedures. First Aid is covered well. Child protection is led by an experienced member of staff and supported by a very clear policy. Staff are updated by the co-ordinator every term. Enquiries are often made as to the well-being of the student after they have left the Centre. Health and safety monitoring procedures are well-organised but a few concerns remain to be rectified to adapt the building fully to the requirements of the Centre.

34. Students are positive about the Centre and their views are regularly listened to and taken into account. This has a very positive impact on their attitudes and behaviour. Although there is no formal Centre council students are continually being invited to share their views. This happens in the main hall at breakfast, lunch and at the end-of-day feedback session. They discuss lessons and learning as much as issues around the Centre or for example the effectiveness of the rewards and sanctions program. A very positive example is set by the headteacher. For example, in discussing the rewards programme students wished to remember with affection a caretaker who suddenly died and so have named an award after him. They also suggested the purchase of a school bench named after him as a sign of remembrance. The bench sits in the entrance hall.

35. The Centre has an effective programme for careers guidance and advice which is integrated well into its personal, social and health education provision. This is supported well through the local Connexions workers who visit on a regular basis. The work related lessons provided in the Centre for students in Years 10 and 11 are very good and make a significant contribution to preparing students for life after school. Similarly for those students in Year 11 who attend either Barking or Havering College the provision is good. Both colleges have their own careers workers and also make good use of the Connexions programme.

36. The Centre and the colleges actively seek the views of students through the use of questionnaires and course reviews. Their views are taken seriously and are acted on by the institutions. The students asked felt this was important and that it had improved the provision. The students in the Centre felt that their views were taken very seriously and that this was very important to them. The Centre attaches high importance to this aspect of its work as a way of raising students' self-esteem.

37. The Centre has systems to record students' achievements in both their academic work and in their personal development. On a day-to-day basis, these systems are not used as well as they could be to provide the context for future learning which is unsatisfactory. Feedback to students by teachers is regular, but does not always clearly identify what the next steps in learning are and what action students need to take to improve their work.

38. The contract between Barking College and the LEA places responsibility for monitoring students' attendance and achievements on the College. However, targets for attendance and achievement have not yet been set even though students are nearly two months into their nine-month programme of learning. The reporting back of attendance and achievement is to the LEA, but

with remedial action to be taken initially by the College. Only when the College procedures are exhausted does the LEA become involved. This procedure can take several weeks to work through and this protracted timescale means that effective action to address the issues is often too late and this is unsatisfactory. To address this more effectively, the Centre has initiated its own direct contacts with the College on a weekly basis and although this is helpful it is still often too late. The first day absence system operated by the Centre and Havering College is effective in ensuring that students attend. At Havering College, reviews of students' progress are undertaken every six weeks and this is effective in ensuring that students have good self-knowledge of their own learning and are very clear about what they need to do to improve their work.

Partnership with parents, other schools and the community

The Centre has good links with parents. Links with the community are good. Links with schools and colleges are unsatisfactory. Parents have a high degree of confidence in the Centre.

Main strengths and weaknesses

- There is good provision of information to parents although curriculum information is limited.
- Procedures to deal with concerns and complaints are very good.
- Mechanisms for the transfer of pupils are unsatisfactory.

Commentary

39. Links with parents are good because the Centre keeps in constant touch with them, usually through the telephone. A telephone log is kept. Parents expect to be contacted if their child has not arrived at registration both in the morning and the afternoon. Many contact the Centre to ask for advice and support for the sometimes challenging circumstances they find themselves in. The two Academic Review Days give parents much useful information and are appreciated by them. The turn-out is very high. Written reports are satisfactory and fulfil statutory requirements, but information on what the student needs to do to improve is sparse. Curriculum information is shared with parents at the start of the period their child comes to the Centre and at the beginning of term but information is not detailed as the year progresses thus preventing parents being more involved with their child's learning. Information that parents receive about the possibility of Home Tuition from the LEA is limited. Many are grateful for the good support they have received in this respect from the local Parents in Partnership charity.

40. The few parents who responded to the questionnaires or came to the parents' meeting expressed positive views of the Centre. These are supported by parents, interviewed during the inspection, whose children are being given Home Tuition, some of whom gave very positive views. They are well illustrated by their views on how well the school deals with their concerns and complaints. This effective response by the Centre is principally based on the regular telephone contact between staff and parents and the efforts the Centre makes to offer them advice. The learning mentors have visited homes to ensure that the parent is well supported.

41. The Centre has good links with the community. There is a long list of contributors to opportunities that are offered to students – these are relatively new and sometimes only benefit one or two students but nevertheless the links are made. These opportunities offer a good combination of practical workplace skills and socially integrating activities. There has been very little support from the LEA. Activities range from the theory and practice of car mechanics to voluntary work with the elderly and disabled. Students have visited the local re-cycling plant and accompanied environmental health officers inspecting school kitchens and food retailers. Various local sports clubs offer facilities and/or training, for example, West Ham United Football and Barking Rugby Football clubs. There are regular weekly visits to the Stubbers Outdoor Pursuit Centre. Students have various ICT opportunities such as those offered through the East Street Project. Unusually there is a link to the local golf course where students are given expert tuition but also learn the etiquette of good manners and considerate behaviour that characterises the game. Students are sponsored financially for this through local businesses.

42. Links with mainstream secondary schools are unsatisfactory as there are no formal arrangements to identify schools to which students will be re-integrated. As a result students spend far too long at the Centre and miss out on many opportunities that mainstream schools can provide.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall.

Main strengths and weaknesses

- The headteacher gives a very clear direction for the work of the Centre.
- Leadership and support from the LEA has been unsatisfactory.
- Staff work well as a team and are committed to further improvement.

Commentary

43. The leadership and management of the Centre are satisfactory. The leadership of the senior staff of the Centre is good but that provided by the LEA falls below this standard. The headteacher and senior staff work together effectively to ensure that the management of the Centre is shared and successful. The headteacher gives strong and particularly effective leadership. She provides a very good role model and is fully committed to the improvement of the Centre and to the achievement of high standards and quality. All staff share this commitment to improve standards and work hard to achieve them.

44. Since the Centre opened the role of the LEA in terms of support and leadership has been unsatisfactory. The role of the Centre as part of the LEA's drive to reduce exclusions and the procedures for admission and re-integration have been unclear. Recently the Centre has been better supported and there is more clarity as to its role. The very recent establishment of the Placement Panel should clarify the admission procedures and help with re-integration as students will have a named school on admission. This is vital as currently it is left to the Centre to find places for students and this clearly is not working as too many students stay at the Centre for too long and too few are re-integrated.

45. The management committee is made up of appropriate members, including local primary and secondary headteachers, who have first hand knowledge of the Centre. They have suitable terms of reference and their role is clear in relation to the management of the headteacher and the LEA. Although they do receive reports about aspects of the Centre's work they have not established procedures so that they can systematically review its effectiveness.

46. Subject leaders are often the only teachers to teach their subjects in the Years 7 to 11. Most have a clear knowledge of the strengths and weaknesses of their subjects and how to move the provision on. They have a good understanding about the standards being achieved and how to improve them but rely on the monitoring and evaluation of the headteacher to provide clear information about the quality of teaching.

47. There is good monitoring and evaluation of performance. Formal monitoring of teaching and learning, planning and students' work have been regularly undertaken by the headteacher, the LEA and an external consultant. Action plans are prepared as a result of this monitoring leading to significant improvements in the way the Centre operates. A Performance Management Policy has given this area structure and focus.

48. The Centre does not have a delegated budget. It cannot therefore, budget from year-to-year for major developments. It does, however, have responsibility for monitoring and accounting for its spending and it does this very well. The Centre's office is very efficiently managed and positively contributes to the smooth running of the Centre. Currently, the Centre's budget is set to include functions that it currently does not fulfil but is planned to do so in the near future. For example, when the primary provision moves to its new premises it will work with an increased number of pupils and

provide short term support for pupils likely to be excluded from primary schools. The secondary provision is also soon to make short term provision for students likely to be excluded from secondary schools. Taking these functions into account the Centre has reasonable costs and therefore provides satisfactory value for money.

49. The Centre is well staffed. Teachers demonstrate the necessary skills to successfully promote students' progress. The induction procedures for new staff are effective. The recent appointment of subject specialist teachers for Years 7 to 11 will have a major impact on raising standards. Learning mentors and support assistants are effective and make a positive contribution to the learning ethos of the Centre as well as greatly contributing to students' progress and achievement.

50. The accommodation is unsatisfactory. The present facilities are inadequate for the primary provision but it will soon be moving to new premises which are very good. There are adequate rooms in the secondary provision for the variety of activities provided, but the facilities for practical science are unsatisfactory and having a significant impact on the curriculum and standards achieved. Also there are some health and safety issues that were identified to the Centre during the inspection. The Centre is maintained well and cleaned to a good standard. The internal decoration in the classrooms and around the Centre is good. There is a pleasant overall feeling that supports a positive learning environment effectively enhanced by the interesting and informative wall displays.

51. Learning resources are good. The number and quality of computers have been considerably improved and are now good. ICT is well used to support all aspects of the Centre's work. Other subjects are well resourced, with a good range of appropriate books and equipment.

Home Tuition

52. The Home Tuition provision is satisfactory. Tutors build good relationships with their students. The quality of the academic tuition varies but is broadly satisfactory. Overall, links with schools are unsatisfactory but where they do operate the service is good. However, few schools co-operate resulting in tutors' planning and evaluation occurring too much in isolation. All parents interviewed were very satisfied with the service. Detailed monitoring and evaluation of the service is unsatisfactory. Although some students have home computers they are not at the centre of a network for communication or monitoring.

53. Students with medical problems generally receive a better standard of service than other students. This is because a few of their schools are actively involved and provide tutors with information and keep them up-to-date with developments at school. Other students who refuse to go to school or who are phobic are given a good level of advice and support by the Centre and tutors themselves. However, for those who have been excluded it is very difficult to get them re-integrated into a school. One school, however, is working hard and co-operating with the tutor and Centre over the re-admission of a school 'refuser'.

54. Tutors consistently build good relationships with their students which means the basis upon which learning can take place is firm and reliable. This happens not only as a result of the tutors' skills in this area but also because of good organisation which means tutors have the right to decide not to teach a given student after the initial visit should they feel that relationships may not work productively.

55. Parents are consistently pleased with the quality of the service, although a few parents want more hours and some are dismayed at the difficulties of getting their child back into mainstream schooling. The productive relationships between tutor and student are one of the main reasons why parents are so satisfied but another reason is the responsiveness of the Centre to any concerns they may have and for the availability and sympathetic guidance offered by the co-ordinator there. The community link of Parents in Partnership has been very effective in offering advice and support to many parents about what service they are due.

56. The level of 'customer satisfaction' is used as a guide by the Centre as to the effectiveness of the service. In addition tutors provide termly reports to parents on achievement; attendance is monitored well. These reports are also evaluated by the Centre. However, the lack of rigour applied to monitoring and especially to evaluating the tutors' work means that the quality of academic learning students receive is very variable. Target forms, for example, are not all used for the same purpose. Students with medical needs are also adversely affected by the lack of participation of most schools in the monitoring of their work and advice on the curriculum by tutors.

57. Some students have access to home computers which are an obvious asset for home tuition because of the ready links they can create between the Centre, school, tutor and student. However, this potential resource remains a missed opportunity which would not only improve the range of opportunities available to students but could also make monitoring of tutors' work easier for the Centre.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES

ENGLISH

Provision in English is **satisfactory**. Students' achievements are satisfactory overall, they are good in Years 3 to 6.

Main strengths and weaknesses

- Throughout the Centre students develop their skills in speaking and listening well.
- Teaching and learning are good in Years 3 to 6, they are satisfactory in Years 7 to 11.
- Planning for pupils in Years 3 to 6 is good and careful account is taken of individual pupils' needs.
- In Years 7 to 11 there is a well balanced programme but there is not enough use of targets with individual students.
- There is a lack of continuity and progression in the programme for many of those students who move onto college courses at the end of Year 11.

Commentary

58. In all aspects of English, but particularly in writing, many students start from a low base of skills on entry to the Centre.

59. Throughout the Centre, a high focus is given to the development of students' skills in speaking and listening. Most develop confidence to contribute to class discussions and are keen to talk about topics of interest. In class, they listen carefully although in their responses they tend to use a limited vocabulary. Overall, students are responding well to the Centre's determined efforts to help improve their skills particularly in listening, although many do not find this easy.

60. Students of all ages and abilities try hard with reading. There is a very systematic approach to the teaching of reading in Years 3 to 6 and pupils read simple texts with satisfactory levels of understanding for their age. The most able use different strategies to determine the meaning of unfamiliar words and can explain how to find information in books, for example by using the contents page. Many students in Years 7 to 11 read with confidence but only a few are able to draw out themes or appreciate subtleties in text without support. Most are aware about how to use indexes and glossaries to find information from books but tend not to read widely outside the Centre. In less structured sessions, such as the early morning reading time, students are not always clear enough about how they might improve their skills in reading.

61. Standards in writing are weaker than in other aspects of the subject, reflecting students' low attainment on entry. Students write for different purposes and audiences and most are prepared to 'have a go'. With support from staff, students of different ages and abilities develop some good ideas, for example when Year 10 students wrote their thoughts about life at five o'clock in the morning. In Years 3 to 6, pupils are establishing a firm grasp of basic skills but these are not being developed sufficiently systematically through Years 7 to 11. This is particularly important since many students do not apply the skills of spelling, grammar, punctuation and handwriting consistently.

62. The quality of teaching is satisfactory overall. It is good in Years 3 to 6 where teachers make effective use of the National Literacy Strategy alongside LEA guidance. Lessons maintain a good pace and a range of different techniques are used to ensure that the needs of pupils of different abilities are met. As a result pupils respond well and are trying hard to achieve improvement. Individual targets are set for pupils in Years 3 to 6. They make it clear how individual pupils might improve their work and help to guide pupils in their learning. In Years 7 to 11 staff provide interesting and worthwhile lessons but because there are no individual targets set there is not always sufficient challenge and pace for all. The introduction of a GCSE programme is a positive move and the more able students are responding well to the challenge this provides. However, there is a lack of continuity and progression in the programme for many of these students at the end of Year 10 when they move onto college courses part way through a two-year course.

63. Subject leadership is satisfactory overall. There has been good development in Years 3 to 6. The leader for Years 7 to 11 has only been in post for a very short time. She is very clear about what needs to be done to improve provision and has begun to analyse assessment information to help inform future ways forward. Resources in the subject are satisfactory.

Language and literacy across the curriculum

64. Satisfactory attention is given to literacy in other subjects with a good focus on key words to be learnt in each subject. However, since students do not have individual targets for literacy there is not always a sufficiently consistent approach by all staff particularly concerning the key developments for students in spelling, punctuation and handwriting.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teaching and learning are good.
- Throughout the Centre teachers plan well with clear learning objectives for lessons.
- There is some lack of continuity between Years 10 and 11 for those students doing a GCSE course.

Commentary

65. From the time they enter the Centre students make good progress and achieve well in mathematics. In Years 3 to 6 the main focus of mathematics is to retain pupils' familiarity with the structure of lessons in line with the format of the National Numeracy Strategy. This is appropriate and effective in preparing them for return to mainstream schools. There is a good emphasis on oral work and developing mental strategies, extending pupils' subject vocabulary, and introducing problem solving. Pupils develop good knowledge of number and space, shape and measurement. They are confident using numbers to 1000 and can identify halves and quarters of objects. They name and know the properties of many two- and three-dimensional shapes. Pupils are developing confidence in using their mental skills and are beginning to identify the information they need to solve simple problems. Pupils add and subtract accurately and are able to use their knowledge of tables to solve simple multiplication problems.

66. Students in Years 8 and 9 show many gaps in their learning and have not built up their skills over time. For the short time they have been at the Centre a good amount of work has been completed. They show a sound knowledge of fractions and percentages and are beginning to work with negative numbers. Their secure knowledge of number supports them well in their calculations. Sound knowledge is shown of using formulae to calculate and solve simple equations. There is good evidence of students using graphical representation to demonstrate data following a survey. They demonstrate a sound knowledge of angles by naming, estimating and accurately measuring them. Pupils in Year 10 are working on their GCSE course and show sound knowledge of the elements covered. Their files show work completed with care and accuracy: data presented through using a range of charts and types of graph; continued work on angles and the calculation of areas of complex shapes; rotation of shapes; and work on algebra involving expanding brackets and substituting values in expressions.

67. Students throughout the Centre apply themselves well to improving their numerical skills as a result of the interesting activities planned. Much of the repetitive work is covered through practical tasks and games to which students respond well.

68. Teaching is good throughout the Centre. Teachers plan with clear mathematics objectives for lessons which are well paced and present a good level of challenge. Teaching is based on

Careful explanation and patience for those who find it difficult to understand. This is linked to careful questioning and differentiation of task. In this way students learn well and gain confidence. This was clearly seen in a lesson involving expanding brackets in algebraic expressions. The teacher explained very carefully so that by the end of the lesson the students understood and could achieve success with the examples given to their obvious delight!

69. Leadership of the subject is good in both Years 3 to 6 and 7 to 11. Good development has taken place and the curriculum is well planned apart from the difficulties between Year 10 and 11 for those working on GCSE in Year 11 at Barking College.

Mathematics across the curriculum

70. There are some examples, in subjects such as science and business education, where this is effective but it is not routinely planned for.

SCIENCE

Overall, the provision in science across Years 3 to 11 is **satisfactory**. However, facilities for practical work for Years 7 to 9 are barely satisfactory and for students in Years 10 and 11 these facilities are unsatisfactory. The provision for science in Years 3 to 6 is good.

Main strengths and weaknesses

- The quality of teaching, and pupils' learning in Years 3 to 6, is good and this enables them to make good progress and achieve well.
- The enthusiastic co-ordinator has developed a good scheme of work for students in Years 7 to 11, based on the Qualifications and Curriculum Authority's (QCA) guidance.
- Good relationships are developed with students and the teacher's good subject knowledge ensures that students' achievements in the knowledge-based aspects of the subject are satisfactory. However, the facilities for practical work for students in Years 10 and 11 are unsatisfactory and this adversely affects the achievements of the students in these year groups, particularly in developing their practical skills.
- The Centre has appropriate good quality basic apparatus and books, but the accommodation adversely affects the teaching and learning styles which can be used to re-engage the students.

Commentary

71. When they enter the Centre, students' attainment in science is generally well below that which would be expected. All the science teaching for pupils in Years 3 to 6 is done by the class teacher. The quality of teaching and pupils' learning for these year groups is good and consequently they achieve well. Pupils in Years 7 to 11 follow a scheme of work which is based on the QCA guidance and takes account of the accreditation framework used in Years 10 and 11. As the Centre has only been open for two years it has not yet submitted any work for moderation against national standards, either through Year 9 standard attainment tests (SATs) or for module accreditation through GCSE. The inspection evidence shows that the standards which students in Years 7 to 11 attain are below those which would be expected in the knowledge-based aspects of the subject and that their practical skills are well below those which would be expected. However, given their starting point this represents satisfactory achievement for all students in the knowledge-based aspects of the subject. The Centre's facilities for practical work for pupils in Years 7 to 9 are barely adequate and for pupils in Years 10 and 11 are unsatisfactory. This adversely affects the development of their practical skills.

72. Overall, the quality of teaching and learning for pupils in Years 7 to 11 is satisfactory. The co-ordinator, who teaches all science lessons for those students in Years 7 to 9, is very enthusiastic and he has developed a good scheme of work. This is soundly based on the guidance produced by QCA and takes appropriate account of the modules from the Assessment and Qualifications Alliance (AQA) which are used to accredit students' learning in Years 10 and 11. The co-ordinator has good

subject knowledge and has worked hard to build up good relationships with the students. However, because the facilities for practical work in the Centre are inadequate much of the learning is based on resources from books, videos and the Internet. Students' practical skills cannot be developed effectively and they fall even further behind what would be expected in this area of their learning. The lack of appropriate practical facilities also adversely affects the teaching and learning styles which can be used to re-engage students.

73. The Centre has a good range of basic science apparatus, books and videos and the co-ordinator supplements these well by bringing resources from home. However, there is a lack of suitable benches for practical work and suitable storage facilities for chemicals and biological samples. The preparation facilities are barely adequate and there is no technician support. Consequently appropriate practical work cannot be carried out easily. For the students in the present Year 10 there are no opportunities at the colleges to enable them to complete their module accreditation and so gain a GCSE qualification. The Centre is appropriately considering how this can be addressed.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good** overall.

Main strengths and weaknesses

- Students achieve well overall, they achieve very well in Years 3 to 6.
- In Years 3 to 6 there is excellent use of ICT to help pupils appreciate how ICT can be used in a wide variety of situations.
- In Years 7 to 11 students develop their ICT skills well but there is not always sufficient emphasis given to the application of these skills and problem solving.
- Overall, resources are good.
- Subject leadership is good and future improvements are clearly identified.

Commentary

74. Pupils in Years 3 to 6 achieve very well. They have very positive attitudes to the subject and enjoy talking about what they are able to do. They enter, retrieve and save work and they learn to present their ideas in different forms. Their knowledge and understanding of how computers can be used in everyday situations is very good. For example, pupils have learnt how to put together and edit a multi-media presentation about their school. This has involved using a wide range of technology including digital cameras and sound recorders to construct their own 'TV programme'. Staff are very enthusiastic about ICT and make excellent use of it to help pupils' understanding.

75. In Years 7 to 11, students suitably extend their knowledge and understanding, particularly of word processing skills, and in using databases and spreadsheets. Most have developed these skills well and can demonstrate a range of techniques, for example, how to manipulate and amend text for different purposes and how to manipulate data. However, these older students are less clear when asked to explain the ways in which they might use and adapt their work for different situations. They make effective use of the Internet.

76. Teaching is good and often very good. Staff are very knowledgeable in the subject and plan carefully to ensure improvements take place in students' learning. There is a particularly good level of support staff and they play a significant part in ensuring that students learn effectively. Resources are good overall and used well. Students enjoy the subject and throughout the school they work well together, showing good levels of support for each other. Students behave very well in ICT lessons and show very good levels of respect for the resources they are using.

77. Subject leadership for all year groups is good with clear improvements having taken place over time. There are appropriate plans for future improvement. Important next steps include the further improvement of resources for pupils in Years 3 to 6 and this will happen as soon as they

move to their new building. For older students it has been recognised that the present courses do not give sufficient scope for all, particularly for students to develop their understanding about the ways in which they might apply the skills they have learnt and how to problem solve. A new course is being introduced in the next academic year.

Information and communication technology across the curriculum

78. There is a computer in each classroom and these are suitably used to support learning in a range of subjects. In Years 3 to 6 the computer is very well used in all subjects of the curriculum to make learning exciting and enable pupils to become confident in using a range of applications.

OTHER SUBJECTS OF THE CURRICULUM

79. In **Years 3 to 6** there is a broad and balanced curriculum in line with the National Curriculum which is good overall with very good features. Some recent topics include work on the Tudors in history and a river study in geography with photographs of visits to find out about erosion. A very good music session was seen with high levels of concentration. Pupils listened to and appraised their own recorded compositions very well indeed and suggested how improvements might be made. In art, an excellent lesson was seen in which pupils produced work in the style of Jackson Pollock. The imagination of the planning and the very good use of multi-media inspired pupils to produce very good results.

Years 7 to 11

80. Business Education and work related lessons are taught very well with a high focus on students learning how to solve problems. They are fully engaged and learn very well when, for example, as part of their course they plan a visit to 'Del Boy's Stationery Firm'. This type of activity makes learning relevant and practical resulting in students achieving well.

81. Humanities is taught to Years 8 and 9 following the programmes of study for the National Curriculum. A very good lesson was seen where students were studying the effect of natural disasters in the form of volcanoes. The planning and effective use of teaching aids ensured students were interested and learned well.

82. In Creative Studies students have good opportunities to develop their imagination and skills using a variety of media. The teaching seen was good and gave students the confidence to express themselves and produce good work.

83. The provision for personal, social, health education (PSHE) and citizenship is good and given the starting points of most students they achieve well. Specific PSHE lessons are satisfactory overall and are very well supported by the learning mentors.

84. PSHE is an integral part of the Centre's provision and good emphasis is placed on supporting this area. Staff take every opportunity to support students' personal development through whole centre discussions, class discussions and individual and group work. The learning mentors play an important role in this respect. The approach within the Centre is all part of the supportive, friendly and caring ethos and enables all groups of students to be fully and confidently involved in all activities. Good careers advice is given and students have good opportunities to learn of their responsibilities as citizens.

85. French is taught to students in Years 8 and 9. The one lesson seen was very good. The teacher injected good pace and challenged the pupils well so that achievement was good. Students are learning to understand, speak and write the language at an appropriate level.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement**Grade**

The overall effectiveness of the school	4
How inclusive the school is	5
How the school's effectiveness has changed since its last inspection	8
Value for money provided by the school	4

Overall standards achieved	5
Pupils' achievement	4

Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	5
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	5
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	5

The leadership and management of the school	4
The governance of the school	5
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	4

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).