

INSPECTION REPORT

PRIMARY PUPIL REFERRAL UNIT

West Bowling, Bradford

LEA area: Bradford

Unique reference number: 133410

Headteacher: Mrs Susan Smith

Lead inspector: Alastair Younger

Dates of inspection: 20th – 22nd October 2003

Inspection number: 261665

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Emotional and behavioural difficulties
School category:	Pupil referral unit
Age range of pupils:	5-11
Gender of pupils:	Male
Number on roll:	30
School address:	Avenue Road West Bowling Bradford
Postcode:	BD5 8DB
Telephone number:	01274 735298
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Appropriate authority:	The local education authority
Name of responsible officer:	Bill Turner
Date of previous inspection:	Not previously inspected

CHARACTERISTICS OF THE SCHOOL

This is a small pupil referral unit on the outskirts of Bradford. There are places in the unit for 26 pupils of primary school age. There are currently 31 pupils on roll. Twenty-four attend the unit full time and have no other school. These pupils are in Years 3-6 and are organised into four classes. The rest are also on the roll of a mainstream school, they spend no time in the unit. Unit staff are not involved in their education and their education is funded and governed by that school; these pupils are all in Years 1 and 2. Of pupils attending the unit, most have been permanently excluded from previous schools. Half of the pupils are new to the unit this term. All pupils are boys, most are white – British but there are five with other ethnic backgrounds, mainly mixed (white and Asian). All pupils come from homes where English is the main language spoken. Seven pupils have statements of special educational need reflecting the severity of their emotional and behavioural difficulty. As with all units such as this, numbers on roll and numbers with statements vary greatly. At the time of the inspection, early in the school year, over a half of pupils had been on roll for less than four weeks. When pupils first come to the unit most of them have been seriously underachieving because their behaviour has interfered with their learning. As a result, attainment on entry is often very low. Most pupils come from the less advantaged localities in and around the city of Bradford. The headteacher was appointed shortly before the inspection having been acting headteacher for just over a year.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23587	Alastair Younger	Lead inspector	Science, art, religious education
19693	Sally Hall	Lay inspector	
1358	Glynn Essex	Team inspector	Mathematics, design technology, geography, history, physical education
20024	Paul Wright	Team inspector	English, information technology, citizenship, music, personal, social and health education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The unit provides pupils with a **satisfactory** standard of education. Leadership is satisfactory but there is a serious weakness in management. Pupils achieve sufficiently well because in most lessons teaching and learning is at least satisfactory. The inspection occurred at a time when about a half of all pupils had been recently admitted and were still displaying many of the unsatisfactory attitudes and behaviours that had led to their referrals. However, costs are realistic and the unit is giving satisfactory value for money.

The school's main strengths and weaknesses are:

- Managers are not sufficiently monitoring or evaluating the effectiveness of the unit
- The headteacher is helping staff and the unit through a difficult period and successfully maintaining morale
- Almost a half of all teaching observed was good
- Assessment procedures are unsatisfactory
- Pupils' behaviour, attitudes and personal development is unsatisfactory
- Activities outside of the formal curriculum enthuse pupils
- Links with other schools are not effective

This is the unit's first inspection. A year ago it was facing crisis, with pupils' behaviour out of control and widespread disenchantment amongst staff. The local education authority was considering closing it. This is no longer the case. A new headteacher has recently been appointed. Although leadership has improved, **serious weaknesses** in management remain.

STANDARDS ACHIEVED

Pupils' achievement at the end of:	in relation to individual targets in:	
	Subjects of the curriculum	personal and social education
Year 6	satisfactory	unsatisfactory

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

Achievement is satisfactory overall. It is satisfactory in English, mathematics and information and communication technology. It is unsatisfactory in science, where pupils have few opportunities to develop enquiring minds through planning and conducting experiments; and in personal, social and health education where there is no suitable planned programme to foster improvements in this hugely important area of the curriculum. There are no specific groups of pupils who achieve either better or worse than others but several individuals achieve less than their classmates because their extreme behaviour is leading to frequent exclusions and a consequently disrupted education.

Pupils' behaviour and attitudes are unsatisfactory, as is their spiritual, moral, social and cultural development. Their attendance is good. Many pupils have been in the unit for just over a month and it would not be expected of the unit to work miracles in transforming the poor, and very poor, attitudes and behaviour that has led to pupils being referred. Nevertheless, even with significant support and whilst working in small groups, many pupils remain defiant and uncooperative and this presents a major barrier to their learning. There are many exclusions for serious infringements of unit rules and there are occasional instances of unpleasant and unacceptable racism. Despite this, pupils still enjoy coming to the unit and this is evident in the fact that attendance is good. Virtually no absence is unaccounted for. This is unusual in a unit of this kind.

QUALITY OF EDUCATION

The quality of education provided by the unit is satisfactory. Teaching is satisfactory. About a half of all teaching observed during the inspection was good and pupils' past work suggests that this is often the case. In the classes where teaching is strongest, pupils are often making good progress. The effectiveness of teaching often rests in teachers' ability to manage the difficult behaviour of pupils and during the inspection, not all teachers succeeded in doing this. Nevertheless, in successfully promoting literacy skills, teachers are doing pupils a good service. However they are not always effectively recording what pupils are learning or the progress they are making and this is hindering efforts to move them on as fast as possible, for instance by setting them clear targets for improvement. **The curriculum is satisfactory.** There is a particularly good focus on English and mathematics, the subjects most likely to lead to a successful return to mainstream school. There are weaknesses in provision for science and personal, social and health education. It is good that the unit provides opportunities for pupils to learn in many other subjects and to develop their interests in areas outside the National Curriculum. Pupils' care, welfare, health and safety are properly catered for and the unit works well with parents to help their children. Links with local schools are not sufficiently effective and this leads to difficulties in returning pupils as quickly as possible to these schools.

LEADERSHIP AND MANAGEMENT

Leadership and governance are satisfactory. The headteacher has worked under difficult circumstances. She took over the running of the unit at a time of crisis and has worked well to restore staff morale and turn the unit round from a position of failure. There is a clear vision of how the unit is intended to function but obstacles remain in the fulfilment of this vision as the local education authority reorganises its provision for pupils with emotional and behavioural difficulties. However, the unit currently operates in a position where it is not being fully held to account for what it does and where its success, or otherwise, are not being sufficiently evaluated by senior staff or the management committee. This represents a **serious weakness in management.**

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents express positive views of the unit. They are relieved that their children's needs have been recognised and like the ease with which they can approach staff with their problems and concerns. Most pupils also express positive views of the unit and enjoy attending.

IMPROVEMENTS NEEDED

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

- Improve management procedures to ensure that the unit's effectiveness is carefully monitored and staff held accountable in their areas of responsibility.
- Tighten up procedures to promote better behaviour and attitudes, including planning a better personal and social curriculum and following the example of the most successful teachers in managing behaviour in classrooms.
- Develop much closer links with other schools to facilitate a quicker return to mainstream for pupils.
- Improve assessment procedures.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is **satisfactory**. Pupils are often admitted having learned very little in their previous schools and attainment on entry is usually below national standards.

Main strengths and weaknesses

- Pupils are making satisfactory progress in a suitable range of subjects, including English, mathematics and information and communication technology
- Bad behaviour and the frequent disturbances this causes slows progress
- Achievement is not good enough in personal, social and health education and science.

Commentary

1. Most pupils have experienced very little success in their previous schools. Their behaviour and attitudes have often resulted in frequent short-term exclusions which have interfered with their learning. Many have responded by becoming infrequent attenders in their previous schools and this has further limited their achievement. This has resulted in a slowing in their learning and means that when they are admitted to the unit most have fallen behind the standards expected for pupils of their age. From this position of relative failure, pupils make satisfactory progress in most lessons and those who have been attending for a term or so are showing that this progress is being sustained over longer periods in most subjects. In no subject is pupil achievement particularly strong but there is steady improvement in nearly all of the subjects they are taught. Pupil referral units do not have to teach all the subjects of the National Curriculum but pupils at the Primary PRU are not deprived of the opportunity to learn in each subject area so that if the opportunity comes to return to school they will be able to do so without having fallen further behind their classmates. Most importantly, pupils are making satisfactory progress in English, mathematics and information and communication technology.
2. There is no group, relating to age, ethnicity or special need that achieves better or worse than any other but there is a difference according to which class pupils are placed in. This difference relates very closely to the way behaviour is managed by the class teacher. Where teachers are not successfully managing disruptive behaviour this is not only interfering with the achievement of pupils struggling to conform but it is also leading to other pupils in the class not getting enough attention and is limiting the time that teachers spend teaching and pupils learning. Too often, the sanction of excluding pupils for short periods is creating the same barriers to learning as they have experienced in previous schools.
3. There are two important areas where pupils do not achieve sufficiently. Not enough attention is paid to teaching science, pupils do very little work and their achievement is unsatisfactory. Little effort is made to make the subject exciting and pupils do very little experimental work. Personal, social and health education (PSHE) is also weak. Insufficient thought has gone into developing a PSHE curriculum that meets the needs of the pupils being referred and although there are times in the school day when staff have the opportunity to promote pupils' personal skills inefficient use is made of this because there is little planning to capitalise on it. The results of these lost opportunities are evident in the continuing negative attitudes and behaviour of many pupils.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **unsatisfactory**. Their spiritual, moral and social and cultural development is **unsatisfactory** overall. Attendance is **good** and punctuality is **satisfactory**.

Main strengths and weaknesses

- Bad behaviour causes frequent interruptions to lessons and this limits what pupils achieve.
- Pupil independence is not sufficiently promoted.
- Though there is a comprehensive code of expected behaviour, teachers do not implement it consistently.
- There has been a high, and rising number of exclusions over the last year.
- The curriculum promotes a good understanding of local culture but pupils' moral and social development is unsatisfactory.
- The unit works successfully to improve pupils' attendance.

Commentary

- Behaviour in lessons and around the centre is unsatisfactory. Overall, relationships between staff and pupils are unsatisfactory and pupils do not treat each other with respect. It has to be remembered, however, that many pupils are new and it takes time to form relationships. There are isolated occasions when pupils do work together, for example in a Year 5 numeracy lesson. However, when lessons do not hold their attention, many pupils react by deciding not to take part. Instead, they walk out, pick fights or are abusive to teachers and support staff. About a half of the parents who expressed views reported concerns over the behaviour of pupils and a fifth say that their children have been bullied. Many pupils also say that other children misbehave. In spite of this, pupils are polite and friendly towards visitors and lunchtimes are calm and relaxed.
- When given the opportunity, pupils are willing to take responsibility. For example, pupils willingly help to prepare breakfast and set up tables for lunch. However, the unit does not provide enough opportunities to help pupils to develop confidence, the ability to reflect nor a sense of responsibility. Pupils remain too dependent on teachers and other adults for support.
- There is a comprehensive code of behaviour whereby teachers focus on positive rewards and there is a system of stamps, stickers and certificates, which celebrate good behaviour. Pupils enjoy being rewarded and are proud when their stamp cards are full, leading to further rewards. However, staff fail to apply the system consistently and its effect on improving behaviour varies from class to class. There are too many instances when inappropriate language and unacceptable behaviour goes unchecked. The need for restraint is frequently not reflected in the loss of behaviour points. Occasionally, staff do not deal effectively with harassment and racism. Overall, staff expectation for pupils' behaviour is too low.
- There have been many exclusions over the last two years. The incidence of short term exclusions, usually for a single day, has risen over each of the past three terms. Although detailed records of exclusions are kept the unit is neither actively nor effectively looking for alternatives to reduce this ultimate sanction. Twenty-two different pupils were excluded at some point last year, many of them as a result of abusing staff verbally or physically.

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	18	85	0
Mixed – White and Black Caribbean	1	11	0
Mixed – White and Asian	4	25	0

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

**this could be misleading, the profile of pupils attending at any one time can vary greatly. Figures in this column represent pupils currently on roll.*

8. The personal development of pupils is unsatisfactory. Many start at the centre with low self-esteem and lacking in confidence. The programme for personal and social education does not sufficiently promote improvement. The provision for moral and social development is unsatisfactory. The daily act of worship and a good religious education programme contribute to pupils' satisfactory spiritual development. There are insufficient opportunities for pupils to improve their social skills and awareness of moral issues. However, pupils gain a satisfactory understanding of local culture and other cultural traditions, often through links connected with sport, the contribution of a visiting artist and through learning about other cultures in religious education.

9. Parents report that their children like coming to the unit and the vast majority of pupils attend regularly. Over the whole of last year absence was 17 per cent and nearly all of this was for legitimate purposes. Staff keep a close eye on attendance rates and any absences are followed up by a telephone call to parents and carers. The unit works with the educational welfare service if attendance is a cause for concern. The attendance rates have improved from 69 per cent in the summer term of 2002 to 82 per cent in the summer term of 2003. This is a significant improvement.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	16
National data	N/A

Unauthorised absence	
School data	1
National data	N/A

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Pupils receive a **satisfactory** quality of education.

Teaching and learning

Teaching is **satisfactory**.

Main strengths and weaknesses

- About a half of all teaching is good
- Weaker teaching is often the result of pupils' behaviour being unsuccessfully managed
- Teachers show a good awareness of promoting literacy skills
- Assessment is weak and the results of it not well used.

Commentary

10. Good teaching is spread across many subjects rather than focussing on any single one. Changes forced on the unit by the absence of a teacher held in high esteem by management (confirmed by the evidence of pupils' past work) resulted in one class of Year 5/6 pupils being taught by a teacher unfamiliar with the class and it was here that teaching was weakest. Consistently good teaching was observed in another class of similar aged pupils. Here, the teacher has a well organised classroom, plans lessons very thoroughly, has a good understanding of each pupil and takes no nonsense from pupils showing signs of misbehaving.

Good teaching engages pupils in challenging and well-varied tasks. In a mathematics lesson for Year 5 and 6 pupils, the teacher set tasks well tailored to pupils' ability, questioned them well to hold their interest and got pupils to work together to help each other as they created number squares using multiplication facts. In a Year 4/5 English lesson, pupils successfully retold a story, the sequence of which had been jumbled up; again, pupils' attention was held by good questioning and pace as well as exciting activities that enthused pupils.

11. Occasionally, teachers struggle to meet the needs of pupils whose bad behaviour often makes teaching very difficult. Compounding the problem is the fact that over half of the pupils had been on roll for only a few weeks prior to the inspection and still exhibiting many of the behaviours that led to their exclusions from previous schools. Inappropriate pupil behaviour is occasionally not dealt with quickly enough and as a result it tends to escalate, resulting in misbehaving pupils not learning and pupils who do want to learn not being able to. Pupils' individual behaviour targets are not referred to when trying to curb unsatisfactory behaviour and classroom assistants spend much of their time helping to control pupils rather than helping them to learn. Lessons are long and although most pupils pay attention for most of the time there is a clear falling off of interest towards the end of lessons and it is here that most problems arise. There is occasional lack of challenge in the tasks set for pupils, such as in a Year 5/6 mathematics lesson when pupils were set the task of counting minutes past the hour on a clock when it was evident that most could already tell the time. They soon got bored and started to misbehave and even when this took the form of racial harassment, insufficient and ineffective action was taken.

12. A strength of teaching is the awareness teachers show of the importance of promoting pupils speaking and listening skills and helping them to read and write better. All of the best teaching involved getting pupils to ask and answer questions, take turns and listen to other peoples' views. This extends well beyond English lessons. In a Year 5/6 information and communication technology lesson, for instance, the session got off to a good start because the teacher involved pupils in reviewing their previous learning and even those who had forgotten listened carefully to remind themselves. In a mathematics lesson, older pupils rehearsed key words such as *multiples*, whilst pupils in Years 3 and 4 talk about a typical day, explaining key points such as mealtimes, before drawing a sequence of pictures and writing a little bit about each. In a history lesson, Year 5 and 6 pupils enthusiastically discussed the lives of poor people in Victorian times before identifying key words and writing about them.

13. Teachers are not routinely gathering enough information about what pupils have learned in their lessons and therefore have not got enough information to hand to help them to plan future lessons. Assessment is identified by the unit as an area for development. The marking of pupils' work is a starting point for improvement. For instance, none of this years science work in Classes 1 and 2 has been marked and in Class 4, marking extends to ticking correct work and putting reward stickers on it but gives pupils no guidance or encouragement as to how they can improve their work. During lessons, teachers miss opportunities to mark pupils' work in front of them and to discuss it, even when there is plenty of time to do so. In English, pupils' reading skills are tested as soon as they arrive but the information is not always put to good use as can be seen when a low attaining pupil scores 0/13 in a spelling test. More formal English assessment has been introduced in recent weeks but it is too early to judge its effectiveness. There is no evidence of any assessment of pupils' progress in personal, social and health education.

Summary of teaching observed during the inspection in 15 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	7	6	2	0	0

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

The curriculum

The curriculum is **satisfactory** and opportunities for enrichment are **good**. The accommodation is **good** and resources for learning are **satisfactory**.

Main strengths and weaknesses

- The curriculum is planned to provide pupils with what they need most to facilitate their return to mainstream provision
- The curriculum for personal, social and health education (PSHE) is weak and opportunities are missed to help pupils develop appropriate personal skills
- The unit organises a good range of sporting and cultural visits to extend pupils' experiences
- All pupils are included in the full range of learning opportunities provided by the unit
- Resources for learning are good in ICT and food technology.

Commentary

14. Most of the curriculum is carefully planned to ensure that pupils miss out on as few experiences as possible and to stand them in good stead should they return to mainstream school. There is an appropriate emphasis on developing pupils' numeracy and literacy skills. The curriculum provision for pupils with special educational needs is satisfactory.
15. The provision for promoting pupils' PSHE is unsatisfactory. Planning is weak and opportunities are missed to help pupils develop skills that would help them return to mainstream provision. Although the unit is concerned to help pupils see the difference between right and wrong, for example in its behaviour policy, these values are not sufficiently reinforced through an appropriate PSHE programme. Pupils' achievement in this area is not adequately assessed.
16. A good range of sporting and cultural visits strengthens the curriculum and enhances pupils' learning. Pupils have visited Salts Mill model village and arts centre. Regular sporting fixtures with other schools are a highlight and pupils strive hard to be included in them. Effective activities are planned to develop personal awareness of the local area, especially to support learning in history and geography. All pupils are included in the full range of learning opportunities provided and the unit ensures that access to activities after the end of the teaching day is not limited by transport restrictions.
17. There are an adequate number of teaching support and administrative staff to support the curriculum. A good food technology room allows all pupils to participate in cooking, an activity they particularly enjoy and the new ICT room is particularly well equipped to enable each pupil to work at their own computer.

Care, guidance and support

Care, welfare, health and safety are **satisfactory**. Support and guidance for pupils are **satisfactory**. Pupils' involvement in the unit's work is **satisfactory**.

Main strengths and weaknesses

- Staff show high levels of care and concern for pupils with particular difficulties.
- Pupils feel that they can turn to adults if they have a problem
- Teachers do not give pupils enough guidance about how they can improve their work and behaviour
- Procedures for recording incidents are too informal
- Pupils and staff are sometimes at risk of violence from other pupils.

Commentary

18. Adults working in the unit quickly get to know the pupils and understand their particular difficulties. They involve external agencies as necessary and work closely with parents and carers to support the family as well as the pupil. Staff prepare detailed behaviour and educational plans on individual pupils. However on a day-to-day basis, the teachers and support assistants often do not refer to the pupils' individual academic targets nor give pupils clear strategies to help them manage any inappropriate behaviour and consequently, pupils occasionally do not know how to improve their work or behaviour.
19. There are appropriate levels of supervision in and out of lessons and suitable risk assessments are in place. The unit provides a secure environment but pupils and staff are occasionally at risk from other pupils' anti-social behaviour and many exclusions relate to violent incidents. Procedures for child protection and pupils in public care are satisfactory. The head teacher has received appropriate training and ensures that staff are aware of the unit's procedures. Recording of incidents and first aid treatment lacks rigour. Teachers keep notes in a daily log, but there is no central record of minor accidents, and incidents are filed in a loose-leaf folder. Correct restraint procedures are not always followed.
20. Pupils' responses to a questionnaire clearly show that they feel that they have a trusting relationship with one or more adults working in the unit and they know to turn to staff if they need help. Senior staff spend a considerable amount of time with pupils who have been removed from lessons due to inappropriate behaviour. Staff respect pupils' views.

Partnership with parents, other schools and the community

The unit's links with parents are **good**. Links with the community are **satisfactory**. Extended services and support programmes are **unsatisfactory**. Extended services and support programmes are **unsatisfactory** as are links with other schools.

Main strengths and weaknesses

- Staff are very approachable and day-to-day communication between home and the unit is very good.
- Parents express positive views about the unit and support the work of the unit.
- The lack of outreach to support the re-integration of pupils into mainstream schools.
- There are very few worthwhile links with other schools.

Commentary

21. The unit works hard to reach out to parents and communication on a one-to-one basis is very good. Parents hold the unit in high regard; typical of parents' feelings is the comment made by one, *'This unit is a godsend – I don't know where I'd have been without it'*. Many parents live some distance from the unit so the main form of contact is by telephone. Staff often ring parents to celebrate success as well as to discuss concerns. The prospectus is informative and parents value the reports on their children's behaviour sent home each day. Parents have good opportunities to discuss their children's progress at half termly meetings. Pupil's annual reports contain information about what pupils can do but there is very little information about their academic progress or how pupils can improve their work or their behaviour. Parents support the work of the unit and occasionally sit with their children in class and help them if there are particular concerns.
22. A local special school has established a beneficial link with the unit. Each week many of the pupils go to the school for football training and are coached by specialist staff. They also take part in competitive matches against other schools. Pupils not only gain sporting skills but also learn about sportsmanship, fair play and teamwork. Other links with schools are very limited. Although linked to another unit (the Phoenix), in practice staff and pupils have no contact with one another. Staff do not meet with mainstream colleagues to discuss curriculum issues and pupils have very

few opportunities to work alongside their mainstream peers or experience life in mainstream schools.

LEADERSHIP AND MANAGEMENT

Leadership and governance are **satisfactory** but management is **unsatisfactory**

Main strengths and weaknesses

- Leadership is satisfactory and there is an increasingly clear vision of the unit's developing role in the LEA's network of provision.
- Management is unsatisfactory, there are serious weaknesses in the unit's monitoring and evaluation of its work.
- Arrangements for the continuing professional development of staff are inadequate

Commentary

23. The headteacher, management committee and local education authority provide a clear sense of direction to the work of the unit and this is improving following the appointment of the headteacher on a permanent contract. Officers and advisory staff of the local education authority are giving good advice and support to the headteacher on a regular basis. Meetings of the management committee and those with other providers of behavioural support are also a helpful source of advice and support. They provide a useful forum for the discussion of pupil referrals and of the role of the unit in the light of the Authority's ongoing review of its behaviour support services. The leadership of the headteacher has maintained morale and a sense of purpose among staff during what has been, for a variety of reasons, a difficult time for the unit. Over the past year, for example, most staff including the headteacher and deputy have worked without permanent contracts pending possible reorganisation. It has also been extremely difficult for time to be found for staff liaison with or visits to mainstream schools. As a result, in areas such as curriculum development, the unit has suffered from an undesirable degree of isolation. Sound developments have, however, been made in subject planning and in improving pupils' individual education plans. The headteacher has identified several other areas for development and the unit's action plan is of good quality, with clear and appropriate objectives and precise timescales. There are useful criteria for measuring the success of the proposed action but the unit does not use them effectively to review and evaluate progress.
24. The unit's failure to monitor and evaluate its work is a key weakness of management. It shows a lack of understanding of both the purpose and the process of these functions. The unit does not have adequate systems for collecting and comparing data or for setting targets against which to judge performance and this is evident in its erratic self evaluation. The unit thinks it is good but has amassed virtually no evidence to qualify its success. There has been no formal monitoring of the quality of teaching by senior staff. The management committee is ineffective in its role as a "critical friend" of the unit. It has not developed a system to enable it to carefully monitor and evaluate the work of the unit, particularly in the area of academic standards. As a result, it does not operate with a comprehensive view of the effectiveness of the unit and gives insufficient attention to priorities and targets for improvement within it. During the inspection it became clear that no one had picked up the fact that after a significant improvement in pupils' achievement and personal development there had been significant signs of decline in recent months. In science, too much comfort has been taken from a small number of pupils achieving well in statutory tests as an example of good achievement rather than looking to what the unit has done to promote this. Exclusions are rising again but no one has picked this up as a sign of declining standards and most staff feel that behaviour is improving. There is too great a tendency to relate present standards to those of a year ago, when the unit was in turmoil, and not enough on the standards being achieved in other, better units. The headteacher does not receive effective support within the current management structure. Both she and the deputy headteacher spend an excessive proportion of their time "troubleshooting", particularly in dealing with disruptive behaviour, and have insufficient time for their other management functions. These weaknesses in management seriously undermine the unit's capacity to take effective action to develop and improve its provision.

25. Performance management for staff is in place but its effectiveness is severely hampered by inadequate arrangements for the continuing professional development of staff. The primary need here, widely acknowledged by the staff themselves, is for further or, in many cases initial, training in behaviour management. Further training in subjects and curriculum issues has also been neglected. Literacy and numeracy training have been provided but not on an ongoing basis or for new and temporary staff. There is a surplus in the budget to fund further training but it has not been used.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS IN KEY STAGE 2

English

The provision for English is **satisfactory**.

Main strengths and weaknesses

- The best progress is in speaking and listening and daily reading practice helps pupils to develop their skills
- The marking of pupils' work is inconsistent and does not sufficiently help pupils improve their work
- Opportunities for developing writing skills are limited
- Not all staff have been trained in delivering the literacy hour
- Teaching is satisfactory with good strengths in planning
- Recent developments in assessment are good
- The subject is well led and managed
- Language and literacy is successfully promoted across the curriculum.

Commentary

26. Achievement in reading, speaking and listening is better than that for writing. Speaking and listening skills become well developed, helped by a good emphasis, in the better lessons, on discussion. Most pupils are happy to discuss their work and recount the key events in a story they have read or heard. They give simple reasons and explanations for their likes and dislikes. Higher attaining pupils answer questions with enthusiasm and confidence and many adjust their speaking to contexts and listeners. Achievements in reading are good. All pupils have daily reading practice. Many are willing to read aloud in class and recognise the significance of punctuation. In a Year 5/6 class higher attaining pupils read fluently and with good expression. Lower attaining pupils read more hesitantly, stumbling over common words but never the less tried hard and achieved success. The requirements of the National Literacy Strategy have been successfully incorporated into the English timetable.
27. Pupils' achievements in writing are satisfactory. They use basic punctuation, identifying the need for full stops, commas and speech marks. Writing skills are well below average. However, pupils are not given the opportunity to write for many different purposes and audiences. To encourage confidence in writing, many tasks are based on worksheets, often filled in with a single word, or even just a pictogram. Some pupils write more extended prose, often well finished with the aid of a word-processor. However, computers are not used effectively to support pupils' learning or improve the presentation of their work.
28. Good planning for nearly all English lessons contributes greatly to their success. However, not all staff have yet been trained in delivering the literacy hour. The marking of pupils' work is not always helpful, and assessment information has only recently been used to plan the next stage of teaching and learning. This is gaining pace as reading skills are now tested as soon as pupils arrive at the unit. A lack of experiences in drama inhibits higher standards.
29. The leadership and the co-ordination of the subject are good. However, the subject leader has insufficient opportunities to observe and monitor teaching and learning and there are no effective ways of checking standards or the teaching of the subject. Although there are a satisfactory range of books in classrooms there is no area that has been identified for use as a library.
30. The unit presently lacks a well-developed policy to ensure that teachers take every opportunity to reinforce the skills of literacy across the curriculum but most teachers do it successfully in any case. For example, during breakfast and lunchtimes, younger pupils are encouraged to sit and talk with visitors and each other. In ICT lessons pupils are encouraged to type sentences linked

to their reading books, in mathematics and science they learn the meaning of specialist vocabulary and in the latter subject they occasionally write creatively. In religious education and history pupils are helped and encouraged to improve their reading.

MATHEMATICS

Provision for mathematics is **satisfactory**.

Main strengths and weaknesses

- Effective planning, based on the National Numeracy Strategy, ensures that pupils learn across a wide range of mathematics topics
- Teaching provides good opportunities for the consolidation and practice of key skills
- Pupils' attitude to the subject is generally positive
- There is a lack of variety in the resources and activities provided
- There is insufficient use of computers to support learning

Commentary

31. Pupils' attainment is below average but they make satisfactory progress in the subject. Their ability to use mental calculation to solve number problems involving money and measurement is seen to good effect in the "warm-up" activities at the start of lessons. Their knowledge of multiplication tables develops well and the higher attaining pupils can set out and explain their solutions to problems with growing confidence and accuracy. Pupils work well on their own and their books contain a good quantity of work which is generally well-presented and in which they take pride. Teaching uses questions well to encourage pupils to understand their work. Key words are reinforced effectively. In their work on shape, space and measure, pupils name and classify an increasing number of 2-D and 3-D shapes.
32. Given the low level of numeracy skills which many pupils have on entry to the unit, showing problems, for example, in simple sequencing tasks involving time, indicates that a sound foundation in the subject's basic skills is being achieved. Pupils' independence in the wider use and application of mathematics, in other subjects as well as in mathematics lessons, is slower to develop. There is a heavy reliance in the teaching of the subject on the course book and its drills and exercises. More challenging activities, for example, in practical mathematics or in the use of information and communications technology, are lacking and the higher attaining pupils in particular sometimes lose interest towards the end of lessons. A shortage of varied and stimulating resources is a factor here but in addition the pace of lessons is often pedestrian and the use of time, particularly towards the end of lessons, is not always efficient. Despite this, pupils generally maintain satisfactory levels of effort and concentration, although incidents of poor behaviour, which were not well-managed by staff, disrupted learning in three of the five lessons observed.
33. Checklists which track the pupils' progress through the course book provide adequate recording of pupils' attainment but assessment is not used well to plan for pupils' individual needs. This, together with the lack of monitoring of the subject by the coordinator, means that target-setting is not used effectively as a means of raising standards and that, in particular for the higher-attaining pupils, not enough challenge is provided to promote their confidence and independence in the wider use of their skills. Other subjects do not contribute sufficiently to improving pupils understanding of mathematics.

SCIENCE

Only one science lesson was observed during the inspection so no overall judgement is made on teaching. However, all of this terms work by pupils was checked to enable a judgement to be made on their achievement.

Provision for science is **unsatisfactory**.

Main strengths and weaknesses

- Pupils do very little science work and make slow progress.
- Assessment of pupils' progress in science is weak.

Commentary

34. Very little work is evident in pupils' files. Pupils in Years 3 and 4 have completed two worksheets this term. They have identified their favourite foods but have been unable to categorise them according to the main food group to which they belong. For instance, pupils recognise that crisps are high in fat but have not recorded that they are mainly carbohydrate. In this piece of work the task was followed by a comprehension exercise of five questions, only one of which has been answered by pupils. Pupils in Years 5 and 6 have also completed very little work. Again, the work is about food groups. Pupils have been able to identify different groups, such as fats and vitamins. They have identified butter as a source of fat and fruit as a source of vitamins. Following this up, one class has written good stories about scurvy, recognising that it is caused by a lack of vitamin C. These stories have made a good contribution to developing pupils' creative writing. Another class of pupils in Years 5 and 6 has listed different foods, describing whether they are chewed or drunk and has recorded five reasons for eating, for instance to promote growth. What is missing throughout the unit is evidence of pupils developing investigative or practical skills. The only evidence of this was in a lesson during the inspection when pupils checked their pulses before and after exercise. Here, there was little emphasis on predicting possible outcomes and most pupils were unable to find their pulses or operate stop watches accurately.
35. There is little assessment of pupils' progress. A lot of work is either not marked or marked simply with a tick when it has been completed. This gives pupils insufficient guidance as to where they are going wrong or how they can improve. A new system for assessment has been introduced this term but there is little evidence of it being used effectively and in effect, it is a checklist of what has been taught rather than what has been learned. A problem here is that most teachers' planning is not sufficiently identifying what pupils are expected to learn in each lesson. For instance, a stated learning objective for a group of Year 3 and 4 pupils was 'Link between diet and health' another was 'To stay healthy we need a balanced and varied diet'. Neither of these states what pupils are expected to have learned by the end of the lesson so there is no way of checking or recording what they have learned.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Only one lesson of ICT was observed so no overall judgement is made on teaching. All of this term's work was checked to establish pupils' overall achievement.

Provision for ICT is **satisfactory**.

Main strengths and weaknesses

- The setting up of a computer suite is a good development.
- The use of computers to aid teaching and learning in other subjects is unsatisfactory.

Commentary

36. From the very limited amount of teaching seen and from the analysis of pupils' work it is clear that although the attainment of the majority of pupils in ICT is below the levels expected for their ages they are achieving as well as many similar pupils. Many pupils are new to the unit and arrive

with low standards and limited knowledge of basic computer skills. The teacher is using the QCA agreed syllabus recommended for much younger year groups and this does not adequately challenge many of the pupils though it does help to boost their confidence in the use of computers and is showing them how to use them securely, for instance by using their own passwords. Pupils are also able to move and align text that they type in themselves. The new ICT suite is well used, with an effective network system. Support staff are used well to encourage pupils to learn. Although there is a computer in each classroom they are rarely used in lessons other than ICT and this represents a lost opportunity to help pupils to improve their skills and to make lessons more interesting.

OTHER AREAS OF THE CURRICULUM

One history lesson was observed. History teaching alternates on a half termly basis with geography so no geography was observed and no pupils' work was available for analysis. One religious education lesson and one design and technology lesson were observed but no physical education.

37. In a well-taught **history** lesson pupils were looking at and discussing photographs of a poor family home in Victorian times. Pupils were interested in the topic and talked about what it must have been like for a child to grow up in these conditions. Questioning was very effectively used to stimulate pupils' imagination. In their answers, pupils were able to make some factual observations about the reasons for the living conditions they had studied. There was a good contribution here to the development of literacy, particularly of their speaking and listening skills. Teachers' planning for history and geography reveals a satisfactory range of topics being taught but the range of activities is limited by the resources available. There is little evidence in pupils' work of the use of artefacts or audio-visual materials or of visits to appropriate sites of interest.
38. In the good **design and technology** lesson, pupils were testing the strength of different shapes used in construction. They were interested in the practical aspects of this activity, and were keen to make their own suggestions about how to carry out the experiments involved. They showed good levels of care and precision in their use of tools. Displays around the unit and subject planning indicate that there is a satisfactory range of activities, including textile work to make puppets and making working mechanisms for models of fairground rides. An impressive display of pupils' work showed a good understanding of the structure of houses. Pupils also cook simple recipes on a regular basis.
39. Pupils participate in a good range of **physical activities**. In conversation with staff and pupils, and on the evidence of photographs it is evident that pupils are very proud to represent the unit in regular football matches with other schools. Well-kept records also show that there is also a very full and effective swimming programme. Physical education is a well-managed element of the curriculum and has considerable status in the unit. Lessons are well planned with clear learning objectives and when questioned, pupils explain the importance of warming up before vigorous exercise and of wearing the right clothes.
40. A good **religious education** lesson was observed. The subject is normally taught by the headteacher but in this instance a temporary teacher was in charge. The situation was helped by the thorough planning of the headteacher and good support from other staff who knew exactly where resources were and what pupils had already learned. The lesson proceeded with good humour and cooperative pupils because they clearly were interested in learning about the story behind the festival of Divali. They had been studying it for several weeks and they were preparing to enact the story in a performance for the rest of the school. In a good contribution to their literacy skills, pupils patiently took turns reading and helping each other with difficult words, the teacher also offering judicious support and recognising when pupils were in difficulty. In this lesson, pupils achieved well and increased their understanding of a festival held sacred by Hindus. On the evidence of previous work it is clear that religious education lessons significantly help promote pupils' spiritual and cultural development.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	8
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	5
Attendance	3
Attitudes	5
Behaviour, including the extent of exclusions	5
Pupils' spiritual, moral, social and cultural development	5
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	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
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	5
The leadership and management of the school	5
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	5

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

