

# INSPECTION REPORT

## **One One Five Pupil Referral Unit**

Camden, London

LEA area: Camden

Unique reference number: 134643

Teacher-in Charge: Ms Gabrielle Thomas

Lead inspector: Peter Sudworth

Dates of inspection: 2<sup>nd</sup> – 3<sup>rd</sup> November 2004

Inspection number: 269126

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Emotional, Social and Behavioural Difficulties with Special Educational Needs
School category:	Pupil referral unit (Key Stage 3)
Age range of pupils:	11-14
Gender of pupils:	Mixed
Number on roll;	17
School address:	The Behaviour Support Service, Resource Base, 115 Brecknock Road, London
Postcode:	N19 5AH
Telephone number:	0207 974 8170
Fax number:	0207 974 8155
Appropriate authority:	Camden Local Education Authority
Name of responsible officer:	Joan Riddell/ Jo Lyons
Date of previous inspection:	Not previously inspected

## CHARACTERISTICS OF THE SCHOOL

One One Five is a pupil referral unit (PRU) for up to 20 pupils aged 11-14, who have emotional, social and behavioural difficulties. A few pupils also have learning difficulties. It caters for boys and girls who are resident in Camden, although sometimes they may be attending a school outside the Local Education Authority. At the time of the inspection there were 17 pupils on roll. Boys currently outnumber the girls by approximately two to one. Most are White British with a small number of pupils from other ethnic backgrounds. No pupils speak English as an additional language. Eight of the pupils have a statement of special educational need and the others are on the special educational needs register at the stage known as 'school action plus'. The PRU is part of the overall Behaviour Support Service in Camden and provides a Behaviour Improvement Programme within the authority. An integral part of its work is its pupil/ teacher outreach support for six pupils in local schools. Many of the staff also work as part of the outreach team working with the pupils in their secondary schools before and after transfer to ensure a continuum of provision. Pupil referrals are made through their main school with parental consent. The PRU caters for two specific groups of pupils. The Success Plus programme is a nine-week course for pupils who have experienced behavioural difficulties in mainstream schools and who are at risk of being excluded. Six weeks of this course are full time and three weeks are part-time. Pupils return to their secondary school after the nine-week course is completed. The re-integration programme is for pupils who have been permanently excluded from their secondary school. The programme seeks to re-integrate the pupils after two terms into a different secondary school from which they have been permanently excluded. There is continual assessment of their progress until a return to mainstream schooling is thought appropriate. This is usually at the end of the two terms. A significant feature of the school's work is its close partnership with other supportive agencies, such as social services, health and the psychological service. A multi-agency professional forum meets half-termly to discuss and develop detailed multi-agency action and reintegration plans for each permanently excluded pupil. Pupils' attainment is below and sometimes well below expectations for their age when they enter the Unit. The PRU has been operational for eighteen months.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2700	Peter Sudworth	Lead inspector	Mathematics; Physical education; Personal, social and health education; Citizenship.
9865	Sue Howley	Lay inspector	
2512	Brian Emery	Team inspector	Science; Geography; History.
10421	Rita Kirkwood	Team inspector	English; Special educational needs; Information and communication technology; Art and design.

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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>8</b>
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>10</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>15</b>
<b>OTHER SPECIFIED FEATURES –</b>	<b>17</b>
<b>PART C: THE QUALITY OF EDUCATION IN SUBJECTS</b>	<b>19</b>
<b>SUBJECTS IN KEY STAGE 3</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>25</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

The One One Five Pupil Referral Unit has developed well as specialist educational provision from its beginnings eighteen months ago. **Overall, the Unit provides a good education for its pupils** because it is successful in its programme of behaviour support and re-integration of pupils to mainstream schools. Pupils achieve well in overcoming their behavioural difficulties and in their attitudes to school and, overall, in their learning. Teaching is good in the main with a range from very good to satisfactory. The Unit is led very well by the teacher-in-charge and managed well, with very good involvement from the management committee. The school has forged very good links with other agencies and with other schools. The Unit provides good value for money.

The school's main strengths and weaknesses are:

- Many pupils achieve well in changing their behaviour, which leads to a high rate of successful re-integration into mainstream schools.
- Pupils achieve well in science, information and communication technology, English and personal, social and health education.
- The teacher-in-charge exercises determined and successful leadership, despite the lack of senior staff, and she is very well supported by the work of the management committee.
- Good teaching overall, combined with the good support of the behaviour support assistants, facilitates improvement in the pupils' attitudes to work and towards others.
- The accommodation is unsatisfactory, as it restricts the range of the curriculum and causes difficulties for staff in supervising the pupils' behaviour, including at lunchtimes.
- There is more work for subject leaders to do in developing the curriculum further and in monitoring learning outcomes.
- The staff provide very well for the care, welfare, health and safety of the pupils.
- Some pupils arrive late regularly.
- There are very good links with other schools through the outreach service, caring agencies and a multi-professional approach which support pupils before, and after their return to, mainstream school.

The school has not been inspected previously.

### STANDARDS ACHIEVED

Pupils' achievement at the end of:	in relation to individual targets in:	
	Subjects of the curriculum	Personal and social education
Year 9	Good	Good

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

**Pupils achieve well.** Most pupils are very successful in re-integrating to mainstream school. Their levels of attainment are below expectations because many pupils have gaps in their knowledge arising from their previous irregular attendance at school and or learning difficulties. That said they achieve well in English, science, information and communication technology and personal, social and health education and satisfactorily in mathematics. More able pupils are not extended sufficiently in mathematics. The few pupils who attend the Unit for up to a year make good progress in reading and spelling. There is no overall difference between the achievements of different ethnic groups or of boys and girls. Individual attention helps pupils with special educational needs to achieve well.

Overall, pupil's personal development, including their spiritual, moral, social and cultural developments, is **satisfactory**. There are noticeable improvements during their time at the Unit. Pupils exhibit good attitudes to other people's beliefs and customs and the Unit is free from racial

and cultural harassment. However, there are weaknesses in pupils' understanding of spirituality and moral codes. Attendance is improving and there has been a significant reduction in unauthorised absence. Punctuality to school is unsatisfactory and late arrivals disrupt learning.

## **QUALITY OF EDUCATION**

This developing Unit provides a **good** quality of education overall. Teaching is **good** overall with a range from satisfactory to very good. Learning is good. Staff give a very wide range of support to the pupils in their academic work and in improving their behaviour and attitudes. Staff have a good understanding of the pupils' difficulties and their strengths and weaknesses. They plan lessons thoroughly in the range of subjects taught. In the main, lessons run smoothly. There is some inconsistency in behaviour management. The daily mentoring sessions on a one-to-one basis are very effective in helping pupils to evaluate the progress that they are making with their behaviour and attitudes to work and towards others. Target setting with individual pupils helps them to realise what they must do to improve. The curriculum is satisfactory with some interesting innovations, such as film studies, and a range of opportunities to develop a leisure interest in sport. It is limited in other respects by the unsatisfactory accommodation. The care and welfare arrangements are very good. Links with parents and the community are good.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **good** overall. The leadership of the teacher-in-charge is very good. She has set out with staff and the management committee the procedures for entry and the expectations of pupils who undertake the courses in very clear terms. Very good liaison arrangements are made with other secondary schools before and after transfer takes place. There are very good links with other caring agencies to ensure that the pupils' best interests are kept to the forefront and that the Unit profits from the best advice in dealing with individual pupils.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents past and present express much support for the school in what it is doing and outline very positive views of the improvements it has made in their children's attitudes and in the successful re-integration to mainstream school. The pupils are keen to return to mainstream school and state that they are helped by the guidance and counselling that they receive, which helps to improve their outlook to work and to life. Discussions with former pupils testify to the success of the Unit in changing attitudes.

## **IMPROVEMENTS NEEDED**

The most important things that the Unit should do to improve are:

- Improve the accommodation so that a greater range of curriculum is possible and the difficulties for staff in supervising the pupils' behaviour are overcome.
- Help subject leaders to be more aware of their role in developing the curriculum and in monitoring learning outcomes.
- Provide senior full-time back-up support to the teacher-in-charge so that the leadership role is shared and leadership arrangements are secure when she has to be out of school.
- Review lunchtime arrangements to facilitate better management of the pupils at this time of the day.
- Introduce more ways to enable pupils to arrive on time.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

Standards are below expectations due to pupils having gaps in their learning. Overall however, pupils achieve well because of the good progress they make in changing their attitudes whilst in the Unit and this is its main function.

#### Main strengths and weaknesses

- Pupils achieve well in science, English, information and communication technology and in personal, social and health education.
- Pupils' achievement in improving their attitudes and behaviour over time is good.
- Their success in re-integrating into mainstream school is very good.

#### Commentary

1. All pupils have a history of interrupted education and low attainment. They have often made little progress, due in part to poor attendance or disruptive behaviour while at their mainstream school. Some pupils attend the Unit for only a few weeks, which makes it difficult to assess some aspects of achievement over time. However, due to the high levels of care and very successful inter-agency support they receive, pupils generally settle well and work hard towards returning to mainstream school.

2. The Unit runs two separate courses, with the aim of re-integrating pupils successfully into mainstream schools as quickly as possible. Some pupils, who have experienced significant difficulties in school, join the Success Plus group, which runs for nine weeks on a rolling programme. The focus for pupils on this course is on changing attitudes and behaviour. In these aspects, they make good progress, which enables them to be re-integrated successfully into their mainstream school at the end of the course.

Pupils' achievement at the end of:	in relation to individual targets in:	
	Subjects of the curriculum	Personal and social education
Year 9	Good	Good

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

3. Pupils look forward to returning to mainstream school, which is a measure of the good progress that they make. The vast majority maintain their placement successfully once they leave the Unit. This is due to the expert and co-ordinated support provided by both the school and the behaviour support team in the Local Education Authority. The Unit is an integral part of the support offered by the Local Education Authority to pupils having difficulties at school. When pupils return to school, the Unit provides a thorough report and assessment, so that the schools can continue to build on their success.

4. Pupils achieve well in English, information and communication technology, science and personal, social and health education because of the particularly interesting programmes provided for them. The very good teaching in science promotes a good attitude to the subject and effective learning. The few pupils who attend the Unit for up to a year make good progress in reading and spelling. The very good emphasis on personal and social development for all pupils leads to increased motivation, improved attitudes greater concentration and better study skills than when they arrived and the keenness to return to mainstream school and resume their former studies. Pupils achieve satisfactorily in mathematics. More able pupils are not always challenged enough in mathematics and this affects their progress. They are challenged effectively in other subjects. There is no overall difference between the achievements of different ethnic groups or of boys and



girls. Pupils with special educational needs achieve well because of the very good support that they receive and the individualised personal attention.

## **Pupils' attitudes, values and other personal qualities**

Pupils' attitudes and behaviour are satisfactory overall. Pupils' personal development is satisfactory. Pupils' attendance is very slightly below the average for pupil referral units. Punctuality is unsatisfactory.

### **Main strengths and weaknesses**

- Relationships at all levels are good.
- Pupils work in an atmosphere free from any form of harassment.
- The Unit sets high expectations for pupils' behaviour.
- Pupils have good understanding of other's cultural traditions.
- Punctuality is unsatisfactory and, combined with very slightly below average attendance, affects the pupils' learning and behaviour.

### **Commentary**

5. Pupils' attitudes and behaviour are satisfactory overall. Those who attend regularly and punctually mostly like the experiences that the Unit provides and usually behave well. However, attendance is slightly below average for pupil referral units, which demonstrates that the attitude of a few pupils is less positive. That said attendance has improved each year since the Unit opened. The school has good monitoring systems with effective daily follow-up, including wake up calls, that ensure staff are well informed. There is a good partnership with the education welfare officer to support pupils and their families and the school uses rewards effectively. Punctuality to school is unsatisfactory and late arrivals disrupt learning. Nevertheless, many pupils attend really well, but a few attend irregularly and there is some truancy. Staff work hard to promote and encourage good attendance.

6. The general level of behaviour within lessons is satisfactory, although some pupils at the Unit exhibit challenging behaviour from time to time. The behaviour of a minority of pupils around the school and outside at breaks is unsatisfactory. Relationships amongst pupils are mostly good as they are with staff and. Pupils respond well to staff and feel confident to share their difficulties and worries with them. This creates a positive learning environment where most pupils are calm contributing to pupils' overall good achievement. They work well due to intensive teacher and behaviour support assistant help. When motivated, pupils show interest and conform to teachers' expectations. Most pupils manage their behaviour effectively, particularly those enjoying a longer stay at the Unit and they show good sense in ignoring any outbursts of inappropriate behaviour in class. The good systems for monitoring behaviour, including attendance, give pupils with additional special educational needs the support they require to make good progress while in the unit.

7. Pupils' spiritual, moral, social and cultural development and personal development are satisfactory overall. In some areas, such as their understanding and respect for other's beliefs and customs, pupils exhibit good attitudes and their day-to-day life at the Unit is conducted in an atmosphere of respect for other's beliefs and free from racial and cultural harassment. They improve their social skills in the Unit. However, their spiritual development, their understanding and application of moral codes and the demands of living responsibly in a community are unsatisfactory due, in the main, to their past personal experiences and immature emotional development.

## Attendance

### Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	79%	School data :	11%

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
White – any other White background
Mixed – White and Black Caribbean
Black or Black British – Caribbean
Black or Black British – African

### Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
12	5	0
2	2	0
1	3	0
1	1	0
2	4	0

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

This developing Unit provides a good quality of education overall. Teaching is good with a range from satisfactory to very good. The care and welfare arrangements are very good. Links with parents and the community are good.

### Teaching and learning

Teaching is good overall. Pupils' learning is good. Assessment is satisfactory.

### Main strengths and weaknesses

- Teachers have good relationships with the pupils and adopt a calm approach.
- The teaching of science and personal, social and health education is particularly effective.
- Occasionally, there is some inconsistency in following through the Unit's agreed expectations for managing behavioural incidents.

### Commentary

8. Teachers adopt a calm manner in lessons. They treat all pupils fairly. Their good use of kindly persuasion and of praise often helps pupils to overcome their initial reticence or resistant attitudes and promotes their self-esteem. Pupils as a result often try hard and persevere with their learning. Teachers' relationships with pupils are usually good and this helps set a good example for them in their own relationships with one another. The good use of the behavioural support assistants helps the teachers significantly in the lessons. A strategy of sitting beside pupils supports their efforts and helps their concentration span. Frequently assistants join in the lesson modelling behaviour that encourages the pupils to play their part and to take turns. In a physical education session at the ice rink, one behavioural support assistant joined in the ice hockey and this helped the pupils develop a sense of positional play and adopt a sporting attitude.

9. Teachers plan their lessons thoroughly and provide equally for boys and girls and pupils from minority ethnic groups. They give a good emphasis to the teaching of numeracy and literacy. English is taught well and numeracy satisfactorily. There is a better provision for able pupils in

English than in mathematics. There are good opportunities for developing confidence in speech, in listening to others and in promoting reading skills, especially for those who have been permanently excluded from their school. Pupils who have special educational needs are helped by a good level of individual attention, which focuses on their literacy needs. This helps them to make good progress in basic English skills. Resources are prepared well in advance, which reduces the opportunities for interruptions. Teachers often set out clear learning objectives so that the pupils understand the lesson content. The explanation of what the teacher is looking for when they undertake their tasks is usually made clear. A good feature of lessons is the way in which teachers discuss with pupils their success towards meeting their individual behavioural targets. Sometimes, however, the teacher and not the pupil undertakes this evaluation, preventing the pupils from reflecting on their own progress.

10. Pupils enjoy the opportunities to work practically, especially where there is challenge in the work. In an art lesson, the single pupil present engaged well in learning because of the good challenge when looking at tone in portraits and the colour associations of mood and emotion in them. The pupil was so engrossed and wanted to carry on working when break came opting to take a late break so that the tone picture created on the computer could be completed and printed out. Good use of information and communication technology was also observed in English in word-processing poems. There are some missed opportunities, however, to use computers as a medium for learning in mathematics.

11. Teaching was particularly good in science and in some small group discussions linked to personal, social and health education. In science, resources are used well. In one lesson the teacher used equipment very well to show pupils what happens in the gut during the digestive process. Later the teacher invited the pupils to predict the likely outcome of an experiment. Very good teaching in this lesson gave the pupils confidence to use their previous learning, cooperate and make contributions willingly. Circle time, when pupils discuss matters together, is often very effective in personal, social and health education teaching. Teachers usually maintain a good level of discipline in these sessions and pupils are friendly and mature. They make good contributions, which promote their speaking and listening skills and they readily accept the rule whereby only one person speaks at a time. The lesson content is often chosen sensitively. Pupils in one such session were very interested in hearing who others would invite to a dinner party and their reasons for doing so.

12. Overall, teachers manage pupils' behaviour well, but there is some variation in their approaches to behaviour management. Where it was best, teachers adopted a calm and sensitive approach, yet with firm boundaries. It was clear that in those circumstances, pupils showed a greater respect for the staff. Occasionally settling down time for the lesson was too prolonged, but in most lessons, pupils quickly concentrated on the task in hand. Good monitoring of teaching by the leadership has strengthened the overall quality of teaching.

13. Assessment is satisfactory with some good features. The very good procedures to find out about pupils, both before they arrive and immediately after arrival, especially for the Success Plus pupils support their work effectively. This information supports the appropriateness of the curriculum provided for individual pupils. Despite the good efforts of the school to find out about the other pupils, records are frequently late in arriving from the secondary school and teachers then struggle to find out what they have done before. Teachers' very good records of pupils' ongoing behaviour and attitudes in lessons in a diary format help track their personal development well. Systems are still developing to monitor their progress in small steps in learning against National Curriculum requirements and key objectives in academic subjects. Work is marked up to date often with positive and encouraging comment, but little of the marking indicates to the pupils how they might improve on it next time.

### Summary of teaching observed during the inspection in 14 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3	4	7	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

### The curriculum

Provision is satisfactory overall. The curriculum is geared towards the needs of pupils in Years 7, 8 and 9 and is being developed in line with national recommendations. There are satisfactory opportunities for enrichment. The accommodation is unsatisfactory. Resources are satisfactory.

### Main strengths and weaknesses

- The provision for personal and social education supports the successful re-integration of pupils very well.
- The recently improved resources for information and communication technology offer good opportunities for the further development of its use across the curriculum.
- Arrangements for the curriculum and pupil management are made more difficult by limitations in the accommodation.
- The curriculum is relevant to the needs of most pupils, but does not always challenge the more able pupils in mathematics.
- Monitoring of the curriculum by subject co-ordinators has not yet been developed.

### Commentary

14. The curriculum arrangements are satisfactory and developing further as the Unit settles. At the time of the inspection there were two small classes of pupils following the nine-week Success Plus course and one class of pupils who had been permanently excluded from school, the re-integration group. Lessons for the two groups are planned separately and are based on the needs of the pupils and the time available. For example, pupils in the Success Plus group concentrate on relationship education, while PSHE lessons for the re-integration group include sex education. Pupils in the re-integration group have their reading, spelling and mathematics skills assessed during their induction and, from this assessment, their learning needs are identified well. All pupils have an individual behaviour programme that has been negotiated with them and their parents with a clear focus on working towards re-integration. The success of the Unit is seen in the keenness of the pupils to return to mainstream education.

15. There is good focus on National Curriculum requirements and key skills so that pupils will be helped for the moment when they return to main school. Pupils with special educational needs are provided with a good level of individual support, which promotes their good progress. There is a relevant emphasis on the core subjects, particularly on literacy and numeracy. Staff maintain close links with pupils' mainstream schools while they follow the Success Plus course, in order to tailor lessons to their needs. For example, planning included time for revision for end of Year 9 national tests.

16. Pupils have a great deal of support in personal and social development during their time at the Unit. This is effectively structured in lessons and in the regular one-to-one mentoring sessions. The carefully thought out and well organised programme is key to preparing pupils for successful re-integration into school. When pupils finish Year 9, the Connexions service is involved in the planning for their future education and this link works well.

17. All pupils have access to all the activities with equal provision for boys and girls. The curriculum is enriched in a number of ways. For example, pupils go to local sports centres for

physical education and from time to time, a visiting group runs drama sessions at the school. A lunchtime computer club gives pupils the opportunity to extend their information and communication technology skills. Pupils are encouraged to join in activities out of school, where there is suitable provision near their homes.

18. The school has recently adopted a whole-school approach to planning the curriculum and this contributes to good teaching overall. Policies are in place for most subjects, although mathematics and citizenship are still under development. Schemes of work are being developed, but co-ordination in planning is not yet in place in all areas. This leads to lack of challenge in some lessons for more able pupils, particularly in mathematics.

19. The number of teachers is adequate, although the Unit does not have specialists in all the core subjects. Training opportunities for staff are good and effective use is made of these to enhance subject expertise. The behaviour support assistants make a very good contribution to the curriculum. Resources are satisfactory overall. They are good for information and communication technology, following a recent upgrade of technology.

20. The accommodation, a converted house, has limitations that impact adversely on both the curriculum and day-to-day management. There is a lack of specialist rooms for science, food technology or art and other areas are often small. Difficulties at break-times arise from the lack of an enclosed outdoor area or a common room. The narrow corridors in the three-storey building present management difficulties when pupils move around the building.

### **Care, guidance and support**

Pupils' care, welfare, health and safety are very good. The Unit provides good support and guidance and a satisfactory level of pupil involvement in its work.

### **Main strengths and weaknesses**

- Pupils benefit from a high level of care from all adults at the unit.
- Effective procedures are in place to ensure pupils are safe.
- Pupils' relationships with adults at the unit are good.
- An effective mentoring system is in place.
- Levels of advice and support for pupils are good and include advice about the next stage of education.

### **Commentary**

21. The Unit provides an environment where pupils feel secure and safe. Staff instil confidence in pupils by focusing on the present rather than dwelling on pupils' past or their life outside of the Unit. This makes pupils feel valued and secure. The very good level of concern for their welfare given to each pupil has a positive affect on their development.

22. Staff make very good efforts to provide for the welfare and safety of pupils both within the Unit and in activities away from the Unit. Good systems for monitoring health and safety, the administration of first-aid and for child protection are in place. Relevant health and safety checks, such as fire drills, are carried out regularly.

23. The personal support given to pupils is of a very high standard and contributes to their improving self-esteem. Their academic progress is monitored well through regular discussions with the pupils. Staff know their pupils well and are very sensitive to their differing backgrounds; they are aware that some have very challenging personal circumstances. Staff recognise the importance of involving parents and carers in their children's education. A very effective mentoring system plays a large and very important role in ensuring that a high level of personal support is always available for pupils. Very good support is provided by other professionals, such as a clinical psychologist. The effective multi-agency working and the very good communication between the unit and mainstream

schools, ensure that pupils with additional special educational needs receive the support and guidance they need.

24. Staff value every pupil equally, all have the opportunity to be included in every activity; none are disadvantaged by their gender, background or capability. The very recent move towards the establishment of a school council is designed to give pupils a more formal involvement in the operation and development of the unit. The personal, social and health education programme, which includes drugs awareness education, is of good quality and makes a major contribution to the support and guidance pupils receive.

25. The induction of pupils to the Unit is good. Pupils sign a contract agreeing to abide by the rules and consequences are made clear should these be broken. However, since there are occasions when there is some inconsistency in applying the rules, this does not make for a totally successful arrangement currently. Systems for recording and encouraging good behaviour are very well established and effective; behaviour in each lesson is tracked carefully using monitoring sheets. The end of week assembly provides opportunities for pupil's efforts to be encouraged and celebrated and supports the ethos of the Unit and its intentions. Pupils receive good levels of support when not at the Unit. They are supported well in outreach activities and in future return to mainstream school and this gives them confidence and security.

### **Partnership with parents, other schools and the community**

The school's partnership with parents is good. Very good working partnerships with schools and other agencies, especially the outreach work, are a real strength of the school and make a significant contribution to achievement.

### **Main strengths and weaknesses**

- Parents are supportive and pleased with the outcomes of the placements.
- The school provides parents with very good information through regular dialogue and very good formal contact.
- There is a very effective working partnership with other schools, although curriculum links are underdeveloped.
- The outreach work is very effective and makes a significant contribution to successful re-integration.
- Multi-agency working is very good, providing substantial access and support.
- Good community links enrich curriculum provision.

### **Commentary**

26. The school works hard to forge a close partnership with parents. Parents are generally supportive and pleased with both the provision and the outcomes. Past parents and pupils are very positive about the success of the programmes. The school builds strong and supportive relationships with parents through personal interviews with them and their children and regular dialogue, often by telephone, to discuss any difficulties. Written information is comprehensive and staff make themselves readily available for consultations.

27. Links with several secondary schools in the area are very good, although curriculum links are underdeveloped and the late arrival of records for some pupils hinders the continuity of educational provision significantly.

28. Outreach services are very effective and are clearly very beneficial to mainstream schools and the Unit. The outreach staff make a significant contribution to the successful re-integration of pupils back into mainstream schools, as well as providing good support to staff and to other groups of vulnerable pupils. Schools value the very helpful interaction between staff and the evaluative reports following each visit.

29. Multi-agency links are very good. Close working relationships between agencies, schools and the Unit promote very cohesive provision. Parents and pupils have very good access to multi-agency professionals that effectively support pupils' positive personal development.

30. The school makes good effective use of community links to enrich the curriculum and enhance the provision of personal, social and health education.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are good overall. The leadership of the teacher-in-charge is very good. Management is good. The work of the management committee is very good. The leadership of other key staff is satisfactory.

### **Main strengths and weaknesses**

- The Unit is led very well by the teacher-in-charge.
- There are very good communication systems with staff.
- The management committee contains a very good level of expertise and is thorough in its work.
- The Unit does not have named senior staff as back up for the teacher-in-charge.
- The senior administrative officer is a very good support for the teacher-in-charge, but the office working conditions are unsatisfactory.

### **Commentary**

31. The very good leadership that the teacher-in-charge provides is seen in the strong and determined fashioning of the vision, procedures and policies in conjunction with the staff and the management committee which are clear, precise and well thought through. There is a good special educational needs policy that supports the work of the unit with students with additional special needs. These help to promote the pupils' good progress, safety and well-being. The teacher-in-charge has a very clear idea of how she wants the Unit to develop and has made a very good start to achieving it. She successfully provides a good example of setting firm boundaries and a supportive, welcoming and assuring environment. The staff handbook provides a very good source of information about the Unit's procedures and expectations. There are really transparent criteria laid down for potential admissions. The information packs about the Unit's work provide the feeder secondary schools with a clear understanding of procedures and practice.

32. The Unit staff are kept well informed through the twice daily briefings so that all are aware of the most recent information about individual pupils' circumstances and progress. These briefings are excellent for staff morale, in the encouragement of working together and for sharing teaching strategies and to reflect on alternative practice.

33. The teacher-in-charge has established successful partnerships with external agencies and secondary schools, which assist the school in its work and in devising the best course of action. She is well informed, has a very good level of expertise and practical involvement with vulnerable pupils and these attributes enable her to obtain the respect of professional colleagues. She relates well to Local Education Authority officers and to the management committee. .

34. The management committee has a very good level of expertise and a keen commitment to the work and development of the Unit. It operates very effectively. The wide range and very good level of expertise within it enables it to form working parties to research specific matters and to report back to the management committee. It monitors the progress of the school improvement plan effectively through Local Education Authority visits to the Unit and the detailed information provided verbally and in writing to the committee's termly meetings. It fulfils its statutory duties, although some policies, such as the sex education and relationships policy and race equality policy, which have been thoughtfully considered, are still in draft from awaiting final approval from the committee. It ensures that health and safety matters are fully dealt with.

35. The good management of the school is reflected in its good organisation, well ordered daily procedures, the clarity of staff roles and access for staff to training to develop their expertise further. The procedures and practice of the school are kept under review. A significant and positive aspect of the work of both the management committee and the teacher-in-charge in this comparatively new and still developing Unit is its openness to suggestions, its keenness to learn from self-evaluation and its desire to provide the best possible provision for its vulnerable pupils. It considered very carefully suggestions from the feeder secondary schools and this has resulted in the detailed procedures pack and a greater transparency about the process of admissions.

36. The school improvement plan has appropriate priorities for development, given the fairly recent opening of the Unit. It is ahead of its programme. It is suitably long-term given the state of the Unit. Its layout is satisfactory and contains some financial indications. However, it is not always clear how the success of the criteria set down for the initiatives will be measured. In addition to the main school improvement plan, subject leaders have their own subject plans. These are mainly of a satisfactory quality.

37. The teacher-in-charge actively monitors teaching and learning to good effect and this contributes to the overall good achievement that the pupils make. The written evaluations are of a very good quality with good detail of the positive aspects of teaching and learning seen and encouraging remarks and suggestions for improvement. There is recognition through these that there is more to be done in applying the code of behaviour more consistently and this is being worked on. Professional interviews with all staff are thorough and recorded in detail. They provide a clear focus for individual members of staff on their personal and professional development. Good opportunities are provided for this. Performance management procedures and appraisal are successfully applied to all staff, although the lack of other senior staff in the Unit currently means that all have to be undertaken by the teacher-in-charge and make for a heavy burden in this regard. The lack of a senior appointment in the Unit due to financial restrictions poses particular problems because different arrangements have to be made when the teacher-in-charge has to be out of school according to which staff are on site.

38. The senior administrative assistant provides very good support for the teacher-in-charge and manages the office efficiently. However, she lacks clerical assistance because the accommodation in which she works has very limited space. Consequently she carries a heavy range of responsibilities. Working conditions are not ideal and regular interruptions frustrate concentration on tasks. Satisfactory arrangements are made to use the limited finance available to the Unit to expend on resources and these are open to individual bids linked to the school improvement plan. The day-to-day management of invoices is managed effectively by the senior administrative assistant. Local Education Authority finance personnel provide finance reports for the management committee in a timely fashion. The principles of best value are espoused when purchases are made. The Unit provides good value for money.

39. The supportive role of staff, their commitment to the care of the pupils, the small group and individual arrangements for teaching and mentoring are significant in the Unit's success. The accommodation has weaknesses, which reduces the effectiveness of the Unit because it is difficult to manage and restricts the curriculum provision. Occasionally some schools do not cooperate well enough when the Unit tries to re-integrate pupils to mainstream.

40. In the main, the role of curriculum co-ordinators in this newly established Unit is still developing, but with a particular strength in the leadership of science. In other subjects, the schemes of work are developing well, but there is still work to do to provide sufficient resources and to monitor work across the Unit.



### **Financial information for the year April 2003 to March 2004**

Income and expenditure (£)		Balances (£)	
Total income	426,500	Balance from previous year	N/A
Total expenditure	415,360	Balance carried forward to the next	11,140
Expenditure per pupil	8,845		

## **THE SUCCESS PLUS PROGRAMME**

Provision is **good**.

### **Main strengths and weaknesses**

- There are clear criteria for admission.
- Pupils and staff regularly assess together the pupils' personal targets for improvement.

### **Commentary**

41. The nine-week Success Plus programme, designed to help maintain pupils, who are at risk of exclusion, in their mainstream schools is proving successful in practice. The criteria for admission to the course are clear. Secondary schools are made to understand the actions that they must undertake, such as involvement with the behaviour support service, before the pupil will be considered for a place. It is, therefore, seen as the last course of action before permanent exclusion might be considered. The programme is clearly laid out with a built-in element of increasing re-integration to pupils' mainstream schools, with support, in the final two weeks. The key factors which contribute to the success of the programme are high levels of individual and group support, small class tuition, daily mentoring with a key worker and a varied programme of work, including some off-site activities. However, the current accommodation presents some restrictions on the variety of activities that can be undertaken on site. The major curriculum opportunities are in literacy, numeracy, INFORMATION AND COMMUNICATION TECHNOLOGY and personal, social and health education. There is no food technology facility. However, the pupils' involvement in film studies and video work is a successful part of the programme and engages their interest in a practical way.

42. The daily focus on pupils' individual targets, often including issues to do with behaviour and self-control is a key factor in pupils' success in re-integration to mainstream school. The close link with a personal mentor to discuss on-going progress is a key factor in pupils' self-appraisal of the progress that they may be making and of their self-awareness and helps to develop their self-esteem. There are clearly laid out behavioural expectations and the consequences and actions that will be taken for contravening these. Teachers are still developing their skills in applying these conditions consistently. The reward system works well, as does the communication with parents to report to them on their children's progress. Overall, the pupils achieve well in their personal development during the programme. Ex-pupils on the programme spoke positively of the help that they received whilst at the Unit. They found the staff very supportive and encouraging.

### **Multi agency working**

43. A developing, but nevertheless successful, aspect of the school's work is the way in which different specialists and agencies work together. The Unit has recently acquired the expertise of a part-time clinical psychologist on its staff and this is being increasingly used effectively. Regular meetings take place between social services, psychologists, welfare and other professionals so that different organisations are kept up to date with family circumstances and individual pupils' progress. The success of the work of the management committee is partly due to its wide range of expertise and the sharing of skills and inter-agency understanding. The Unit has very close links with health,

social services and the education welfare officer and such organisations work together for the pupils' benefit and for their present and future welfare.

## **PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES IN KEY STAGE 3**

### **ENGLISH**

Provision in English is **good**.

#### **Main strengths and weaknesses**

- Pupils make good progress in speaking and listening as they learn to reflect on and discuss issues of concern to them.
- Pupils in the re-integration group make good progress in reading and spelling.
- Whole school planning and the role of the co-ordinator are still developing.

#### **Commentary**

44. Pupils' achievements in English are good in relation to their previous attainment. There are many opportunities for speaking and listening and, as a result, pupils develop well in these areas. They are encouraged to listen carefully to adults and to each other, although they do not often work together collaboratively. Pupils take part in discussions and become more confident at responding positively to the very good questioning by the teacher. In a film studies lesson, pupils discussed well the problems faced by the team on the film and possible reasons for these problems. They learn to put the points for and against an argument, for example about betting, using the events in a Roald Dahl story.

45. Pupils are encouraged to read doing so with varying levels of fluency. Some pupils read well and on occasions with enthusiasm. They show good skill in using a dictionary to find the meanings of words, for example in their study of Macbeth. This, along with the frequent questioning of their understanding by staff, helps increase pupils' vocabulary. A range of texts is used, often short stories or adapted works. On occasion the text includes language that is too complex, which impedes learning. Many pupils in the re-integration group are successful in increasing their reading and spelling scores over a period of time.

46. Many pupils lack confidence in writing, but during their time in the Unit, they continue to develop well their skills in both handwriting and expressing their views. At its best, the handwriting seen was a well formed cursive script, but for many pupils it is underdeveloped. Pupils make good use of the computer to present their work. More able pupils write reflectively about their personal goals. Pupils in the re-integration group learn to plan and write a descriptive story. They write poems, for example. One poem described with some feeling what anger 'looks and tastes' like.

47. The initial assessment of pupils with additional special educational needs enables appropriate learning strategies to be adopted, and overall they make good progress in their literacy skills. As pupils make progress towards their behaviour targets their ability to benefit from the learning opportunities offered increases and they start to achieve academically as well as socially.

48. Teaching observed ranged from satisfactory to good, but evidence from records and teachers' plans, indicates it is good over time. Teachers and behaviour support assistants are skilled at managing the pupils' behaviour, so they can concentrate on their learning. Staff have good relationships with pupils. They deal calmly with difficult situations, quietly encouraging pupils to settle to their work. Individual targets are discussed at the end of each lesson, which reinforces pupils' motivation to succeed. One-to-one tuition in literacy is provided for some pupils by the special educational needs co-ordinator and this assists the pupils' rate of progress.

49. The curriculum is soundly planned using the National Literacy Strategy and enhanced by the addition of film studies, in which pupils watch and discuss films, which contributes to their concentration and speaking skills. There is an identified lead teacher for English, but teachers write their schemes of work and plan their lessons independently. A more effective use of time and better

planned curriculum delivery across the Unit would involve sharing expertise and monitoring provision. This unified approach has been identified in the school improvement plan.

### **Language and literacy across the curriculum**

56. Speaking and listening are well promoted as pupils are encouraged to listen carefully to what others are saying, and to respond appropriately. A number of examples were seen of pupils improving their literacy skills in subjects across the curriculum. Many opportunities are used to extend pupils' vocabulary. For example, the use of key words in information and communication technology, science and art and design is well established. Writing is developed in different subject areas, with pupils being given opportunities to use both handwriting and word-processing to record their work.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils adopt positive attitudes in lessons, which support their learning.
- Relationships between staff and pupils are good so that pupils are confident to contribute to lessons and to ask for help if they are stuck.
- There are limited opportunities for the cross-curricular application of mathematics and the use of information and communication technology.
- The match of work to more capable pupils is not considered fully.

### **Commentary**

57. Pupils in both the Success Plus and re-integration groups achieve satisfactorily in mathematics from a below average level of attainment on entry. They set out their work in ways which support their accuracy with due attention to setting out figures in columns correctly. They show a good deal of accuracy when adding and subtracting numbers up to four digits and some pupils are confident in applying addition and subtraction to decimals. Their quick recall of multiplication facts is often less secure. Pupils understand the use and construction of various forms of graphical representation of simple data, but do not always entitle the axis or give the graphical information a title. They read information from graphs, including pie charts, with a satisfactory level of accuracy. Some of this work gives pupils a method to represent investigational work on data, as in the work on probability with dice.

58. Teaching and learning in mathematics are satisfactory. Pupils achieve satisfactorily. Pupils are usually keen to work on their assignments, supported effectively by their teachers and the behavioural support assistants. They are confident to ask for help if they get stuck and they try hard, usually concentrating well and persevering to the end of the lesson. Teachers usually challenge the pupils at a level which is appropriate for their capabilities, but they sometimes give work that is too easy for the more able pupils. Whilst they provide extension tasks for them towards the end of lessons, these pupils waste time by doing work first that is too easy.

59. Teachers manage the pupils well in lessons in a calm atmosphere. Pupils accomplish a good amount of work in the time available, but they are reluctant to use rulers to draw straight lines as in shape work, which would add to the quality of their overall work. Lessons are well prepared. Teachers sometimes do not encourage the pupils to think for themselves enough. In one lesson about the mode and median, the teacher told the pupils strategies to organise the data rather than getting them to think for themselves, as when they had to organise a simple set of numbers to find out the mode. Relationships between teachers and pupils are good and pupils are confident to demonstrate examples on the board. In this lesson, the pupils came to a good understanding of the mode, but they found the mean more difficult to understand. Teachers do not make enough use of

information and communication technology to reinforce learning in mathematics or as an alternative to paper work or of visual materials to support the pupils' understanding.

60. The curriculum for mathematics is satisfactory. It is not yet based securely enough on what pupils have been doing at their own schools to ensure that there is a continuity of provision. Simple digit coordinates, for example, is a regular feature on the course for Success Plus pupils. For the re-integration group, there is too much repetition of content during the two terms, for example of conversion graphs and addition of decimals. This has been limiting the pupils' progress and depth of curriculum study. There is too little work on investigation and application of mathematics and developing the pupils' own thinking.

61. The leadership and management of the subject are satisfactory. The co-ordinator is not a mathematics specialist, but he is keen to learn. The subject is very much at a developmental stage. He has worked hard to develop a new scheme of work and this is about to be trialled with the pupils. He has attended in-service training to boost his own knowledge and to be able to implement the Key Stage 3 approach to mathematics teaching. Currently there is a lack of mathematics resources to help pupils' understanding of number and shape.

### **Mathematics across the curriculum**

62. This is unsatisfactory. In the work seen, there is as yet a limited amount of work which transcends the curriculum. Some evidence was seen in science, where pupils had taken measurements when working out their investigations, but the lack of facilities because of accommodation difficulties prevents pupils applying their mathematics skills in design and technology including food technology. Too little use is made of information and communication technology.

## **SCIENCE**

Provision for science is **good**.

### **Main strengths and weaknesses**

- Teaching in science lessons is very good.
- Pupil's attitudes in science lessons are good.
- Pupil's achievement in science is good.
- The science curriculum is very well planned.
- Accommodation is unsatisfactory.

### **Commentary**

63. Teaching and learning in science are very good and, as a result, pupils of all abilities achieve well. Science lessons are extremely carefully planned and include opportunities for pupils to undertake investigations. Due to the very good teaching and the practical nature of most science lessons, pupils' attitudes and behaviour are good.

64. A very appropriate approach to the curriculum has been established which focuses on some key areas of the Key Stage 3 programme of study. Pupils at the Unit for six weeks undertake studies in food and digestion, whilst pupils spending longer periods at the Unit study cells. These are good choices of activity, which will allow pupils to understand work on life processes and organs more clearly when they return to mainstream school.

65. In a lesson concerned with food and digestion, very skilled teaching demonstrated to pupils in a practical way, the manner in which food is digested in the gut. Using visking tubing and solutions of sugar and starch, pupils set up investigations which demonstrated how sugar gets into the blood stream. The very good teaching enabled the pupils to predict successfully what would happen. They came to understand how the visking tubing represented the intestine and developed

a clearer knowledge and understanding of the digestive process. Their science vocabulary is good; they use terms such as 'enzymes' and 'molecules' correctly. The very good planning and very good management of the pupils' behaviour helped the pupils to show interest and enjoyment in the lesson and they made good progress in their learning. In another lesson about cells, pupils successfully addressed some areas of new learning due to the very good teaching and support they received. They demonstrated that they knew how new cells are created and their knowledge of the subject is good. For example, they know that multiplying cells have the same genetic makeup and the teacher skillfully introduced the notion of inheritance through genes into discussion. The pupils were attentive and made useful and appropriate contributions to the discussion and they made good progress. Due to the very good teaching and good support the pupils were motivated and generally behaved well.

66. The subject is very well led by the co-ordinator. The subject policy and scheme of work are of very good quality and good assessment arrangements are built into each unit of work. The strong link to personal, social and health education is a very effective feature of the subject, due to the carefully chosen content. Resources are used well in investigative work, although the unsatisfactory accommodation means there is no specialist science area available and investigations are carried out on ordinary desks sometimes without access to running water.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision for information and communication technology is **good**.

### **Main strengths and weaknesses**

- Resources are very good.
- Good leadership of the subject provides clear direction for teachers across the curriculum.
- Carefully planned programmes enable pupils to build on their existing knowledge.
- Access to computers during the lunch-break provides pupils with opportunities to develop their independent learning skills.

### **Commentary**

67. Pupils' achievements in information and communication technology are good. They undertake an initial assessment on joining the unit and follow a programme tailored to their needs. This enables pupils to catch up and fill gaps in their knowledge and skills. It is also an opportunity for the teacher to carry out a more in-depth assessment. The curriculum for pupils with higher levels of skill is then extended in order to provide a suitable challenge.

68. Teaching overall is good. This is due to the good subject knowledge of the lead teacher who co-ordinates information and communication technology well across the school, and the training provided for staff. In one lesson observed, after a reluctant start, pupils were keen to start working on designing a presentation using PowerPoint. They were competent in using the program with support from staff, who constantly encouraged them in their independent study skills. The good relationships between staff and pupils, and the clear expectations of pupils' behaviour, create a good learning environment.

69. Leadership is good and good use is made of assessment. Further development of resources is planned in the near future. This will be supported by appropriate training opportunities for staff. The school has used a local television studio to good effect to produce a video film about drug addiction. There are plans to make and edit films on site once equipment is in place.

### **Information and communication technology across the curriculum**

69. The use of information and communication technology across the curriculum is included in curriculum policies and there is satisfactory use in many subject areas. However, there is insufficient use of information and communication technology in mathematics. Pupils are

encouraged to present their work using a variety of fonts and styles. Technology is also used in a project in art and design, to design a logo. There is also some use of the Internet for research.

## HUMANITIES

70. No lessons in **history** or **geography** were observed during the course of the inspection. However, scrutiny of subject documentation indicates that pupils have opportunities to study their local area in both history and geography using an enquiry based approach. Work includes studies of railways and canals, the industrial revolution, historic buildings and figures in the area, skyline change and map work. These areas of study are very relevant and enable pupils, through first-hand experience, to make some sense of the community and environment they live in.

71. The inclusion of **film studies** into the curriculum experience of pupils at the unit is imaginative and appropriate. Most of the pupils attending the Unit are far more familiar and comfortable with film than with literature. The film studies programme is used very effectively as a medium by which pupils explore issues, such as themes, plots and characters which they would normally address within their studies of literature in English. This initiative also supports other curricular areas, such as personal, social and health education and citizenship. In the lesson seen, pupils watched the film 'Cool Runnings'. The teacher had set objectives around pupils' levels of personal development, such as goal setting and relationships, which the plot of the film addresses well. Effective teaching brought out good levels of discussion during planned breaks in the film. Pupils' responses varied in quality, but were generally good and they demonstrated some mature insights and understanding of goal setting and relationships.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

72. There is insufficient evidence to make judgements about standards and achievements in **art and design**. Students follow a scheme of work based on the National Curriculum, although the lack of appropriate accommodation limits the scope of the curriculum. The opportunity is taken to use art to encourage students to explore feelings and emotions. The teacher has very good subject knowledge, planning is thorough and behaviour support assistants are effectively deployed to support students' learning.

73. The school lacks any of its own facilities for **physical education** but makes some good use of sports centre facilities in the area which often require the pupils to use public transport. One group was observed in an ice-skating session. Pupils attained well and had made good progress in the series of lessons. Most had been non-skaters at the beginning of the course. Pupils made good progress during the session and developed confidence in moving backwards and in making two footed jumps whilst skating forwards. Later in the lesson they formed sides to play ice hockey and showed some good skills in passing and positional play, supported very effectively on the rink by one of the support staff. The choice of activity varies with different groups of pupils who enter the Unit. The choice is often a compromise between what the pupils would like to do and what can be arranged with the sports centres, but a wide range of activities is possible and pupils appreciate the opportunity provided.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and citizenship is **good**.

### Main strengths and weaknesses

- The content supports effectively the programme for behavioural improvement.
- Mentoring and discussion times support the work in personal, social and health education.

## Commentary

74. The principles of the Unit's programme for personal, social and health education and citizenship are well thought through and pertinent to the pupils it serves enabling them to achieve well. The programme is well designed to develop coping skills, decision-making, keeping safe and healthy, knowledge about the positive aspects and dangers of drugs and understanding what it is to be a citizen. The two weekly lessons, frequently delivered by the class teacher, are often well received by the pupils, as is the occasional specialist input. Good advice and support have been given by the Local Education Authority adviser in setting up the programme.

75. A key feature, and linked to the purpose of the Unit in improving behaviour, is the ongoing reflection by the pupils on their personal targets which help them move towards re-integration to mainstream school. They are helped in this by the twice-daily mentoring sessions.

76. A small number of short sessions and more formal personal, social and health education lessons were observed. The material and content are frequently engaging and interesting, but despite this, pupils can be uncooperative and exhibit disinterest. Overall the teaching observed was good. Work is well prepared. Circle time is an integral part of the personal, social and health education programme to help the pupils develop listening skills and to take turns to speak. In one of these sessions, a stimulating theme drew their attention as they discussed who they would invite to a dinner party and the reasons for this. Pupils responded well and listened with interest to what others had to say.

77. Citizenship is a separate and yet linked programme of work. Pupils have studied issues relevant to themselves, such as their rights at home, in divorce situations and if leaving home. In some of the work, pupils have had an opportunity to reflect and think for themselves, as when they had to list three laws that they thought were old fashioned and three that they thought were important to them. They also think beyond themselves at global issues and world poverty, which helps them to reflect on the situations that other people have to contend with. This helps them to put into context their own situation.



## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	8
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>4</b>
Attendance	5
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
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	2
Support, advice and guidance for pupils	3
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	3
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	4
The effectiveness of management	3

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

