

Stratton Education Centre

Inspection report

Unique Reference Number	126171
Local Authority	Swindon
Inspection number	340936
Inspection dates	23–24 September 2009
Reporting inspector	Sarah Mascall

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Pupil referral unit
School category	Pupil referral unit
Age range of pupils	5–19
Gender of pupils	Mixed
Number of pupils on the school roll	201
Appropriate authority	The governing body
Chair	Nigel Pickering
Headteacher	Laurie Griffin
Date of previous school inspection	4 November 2006
School address	St Phillips Road Upper Stratton Swindon SN2 7QP
Telephone number	01793 828941
Fax number	01793 820627
Email address	jrutherford@swindon.gov.uk

Age group	5–19
Inspection dates	23–24 September 2009
Inspection number	340936

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2009

Introduction

This inspection was carried out by three additional inspectors. The inspectors visited all the centres. They observed 13 lessons, and held meetings with local authority representatives, staff, students and ex-students. They observed the pupil referral unit's (PRU's) work, and looked at the school's procedures and policies for safeguarding children, records of students' progress and the 41 questionnaires returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether all students regardless of their ability are making the progress they should to enable them to successfully move back into school or access education through alternative providers and colleges
- the effectiveness of leadership and management in ensuring that there is a whole PRU vision that is supported through improvement planning and self- evaluation
- the effectiveness of the quality of teaching and assessment in ensuring that students are well supported in their learning and understand what they need to do to improve
- how well the curriculum has been developed to ensure that it is relevant to the students' wide range of special needs
- whether the PRU is enabling students to develop their personal and social skills and gain a clear understanding of the wider community and life in a multicultural society.

Information about the school

Stratton Education Centre forms Swindon's Education Out-of-School provision. It consists of eight centres across the borough of Swindon that support a range of different special educational needs:

The Stratton Education Centre caters for pupils aged 5'16 with behavioural, emotional and social difficulties (BESD). Provision for pupils who have been permanently excluded from Swindon schools is provided here along with part-time provision consisting of two classes at Key Stages 1 and 2 (Years 1-6) for pupils experiencing behaviour difficulties in mainstream schools (The Primary Fresh Start programme).

The Riverside Centre provides full-time education for students with anxiety difficulties about school attendance. At Key Stage 3 (Years 7-9), a broad curriculum is studied and emphasis is placed on building the confidence and self-esteem of students so that they are able to return successfully to mainstream school. Key Stage 4 (Years 10 and 11) students, for whom attendance or return to mainstream is no longer possible, receive full-time education in a range of subjects up to and including GCSE.

The Hillside Unit provides full-time education for pregnant teenagers and teenage mothers who are unable to attend mainstream school. Hillside also provides part-time education for students up to 19 years of age.

The Child and Adolescent Mental Health Service Education Provision (CAHMS) consists of three classes, based at Marlborough House. These support children who are attending

the Swindon and Marlborough Health Service Trust's provision for children and adolescents with mental health difficulties (aged 5-18+). The Adolescent Unit Class caters for up to 18 students.

The Hospital and Home Tuition Education Service is based at The Great Western Hospital. It ensures continuity of education for students unable to attend full-time, mainstream school for medical reasons. The Hospital and Home Education Service also coordinates a home tuition service for students with medical needs.

The Secondary Behaviour Support Team provides additional support for students experiencing behaviour difficulties in mainstream schools. It supports managed moves and the reintegration to mainstream schools of students attending The Stratton Education Centre (mainly at Key Stage 3).

The Youth Education Project (YEP) has been formed out of two alternative provisions supported by a charity, Stepping Forward, and the Youth Service. This centre caters for up to 36 Key Stage 4 students, selected by schools each year, with their placement ratified by a school/local authority panel.

Swindon Creative Education Project (SCEP) has also been operating for a number of years supported by a local charity. It caters for 25 Key Stage 4 students also selected by a panel.

Both the Swindon Creative Education Project and The Youth Education Project admit students with behavioural, emotional and social difficulties and students who are disaffected but who have not been excluded. They have both been recently incorporated into the borough's out-of-school provision. There are a small number of pupils and students who have statements of special education needs within the PRU provision.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

4

The school's capacity for sustained improvement

4

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its students an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

Leadership of this complex pupil referral unit (PRU) both at the highest level and through the management committee has failed to ensure that the high standards that exist in many of the centres within the provision is consistent throughout. The PRU benefits from a hardworking and committed staff who have ensured that in seven centres the progress made by many students is often good. However, for the group of students based at The Youth Education Project (YEP) centre, the quality of education is unsatisfactory. The accommodation is poor at this centre and this limits the range of curriculum opportunities that can be offered to students. There are low expectations for what YEP students can achieve and teaching and students' achievement there are inadequate. A new manager started at the YEP centre at the beginning of this term, but she has received insufficient support and help to ensure that students make sufficient progress in their learning.

The lack of consistency in provision results from the weaknesses in leadership. Although the day-to-day management of the great majority of the centres is good, they operate independently. While there is some commonality of approach, there is no clear overview of PRU provision at the highest level and by the management committee. This is because there is not an effective process for self-evaluation. Centre managers have only recently begun to analyse the data they have gathered on students' achievements. There are examples of good practice, for instance in English and mathematics, but this is not consistent. While there is evidence of effective action taken to improve teaching in some centres, there has been limited gathering of information or analysis about overall performance in order to bring about improvements across all centres. The lack of effective planning for improvements means that senior leaders' vision and ambitions for the future are not effectively communicated. As a result of the lack of an effective system for evaluating its effectiveness and planning for improvements, the PRU's capacity to improve is inadequate. The management committee has not been effective in challenging the PRU to address weaknesses and has failed to meet its statutory requirements to ensure students' safety and well-being.

The care, guidance and support provided by all but one of the centres is good. In the Swindon Creative Education Project Centre (SCEP), inspectors made senior leaders and the local authority aware that some important safeguarding regulations and duties are

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

not being met. The students spoken to from all the different centres were unanimous about the fact that they felt safe and could talk to staff if they had any problems. Students, parents and carers are overwhelming in their support of all the centres and value the exceptionally good quality of communication that exists. The strong links that staff have established with outside agencies, colleges, local schools and providers do much to support students' well-being and their learning.

The centres have worked hard to develop an effective curriculum, often despite poor accommodation. However, at The Stratton Education Centre, Key Stage 4 students cannot study science because of limited facilities and accommodation. This was an issue raised at the time of the last inspection. Limited resources for those permanently excluded primary-aged students at Stratton mean that pupils are not receiving the recommended taught time and this restricts the range of curriculum opportunities offered.

What does the school need to do to improve further?

- Ensure that safeguarding regulations and duties at Secondary Creative Education Project, as highlighted by the inspection team, are fully met by the end of October 2009.
- Improve all aspects of provision at Youth Education Project to bring about improved outcomes for students that are at least satisfactory by the start of the summer term 2010.
- Improve the quality of leadership and management of the PRU by:
 - ensuring that centre managers improve their skills at analysing and evaluating the work that goes on in their centres so that they are confident that all students are achieving to the best of their abilities
 - developing robust systems for self-evaluation which involve all staff
 - making good use of the information gathered through self-evaluation to establish a plan that reflects the PRU's vision and ambitions for improvement
 - ensuring the management committee is more effective in challenging and supporting the PRU and meets its statutory requirements.
- Improve the curriculum at Stratton by:
 - providing opportunities for students in Years 10 and 11 to study science
 - increasing the taught time for primary-aged pupils who have been permanently excluded from their mainstream schools to the recommended level, and providing them with a broader curriculum.

Outcomes for individuals and groups of pupils**4**

Overall, students' attainment is average, although the range of attainment varies greatly across the centres. The student population ranges from high achieving students gaining A* in their GCSE examinations to those who are still developing their skills in basic

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

literacy and numeracy. Students' achievements include passes in a range of accredited courses including GCSEs and entry level qualifications. Those students supported to do 'A' levels, for example at Hillside, achieve particularly well. For a very large majority of students in all but one of the centres, their achievements represent good progress from their various individual starting points. However, the analysis of data across the PRU is not sufficiently thorough in checking the relative progress of different groups, including boys and girls, to ensure that all groups are achieving equally well. In the lessons observed staff generally ensured that students were challenged in their work. Students in a Year 11 lesson, for example, listened well and responded to the poetry of Seamus Heaney, while students in a Year 7, 8 and 9 class were keen to share their knowledge and understanding of the solar system. Their descriptions of the impact of a black hole were very graphic! The youngest pupils are eager to be involved in activities and concentrate very well when participating in 'brain gym'. They show a good knowledge of the purpose of exercise and the need to drink water to help them think better. For the group of students based at the Youth Education Project centre, progress is inadequate because expectations of what they can do are low and students are not challenged by the work. Opportunities to gain accreditation at Youth Education Project are inadequate with only art offered as a GCSE. Results from 2009 exams for these students were below their predicted grades.

Compared with their previous settings, the very much improved attendance of the vast majority of students reflects their positive outlook about their education. Students comment that staff treat them as adults and that they feel safe in the centres. They like the fact that, even if they have a bad day, staff do not hold grudges and, as one said, 'each day is a new day'. Many responded to the Ofsted questionnaire and their comments reflected their positive views within all the centres. They commented that they felt they were listened to and that 'everyone, teachers and pupils, care and help me'. Where there are incidents of poor behaviour, students, more often than not, respond well to staff input.

There are good opportunities within all the centres for students to be involved in the life of the school and most have opportunities to be involved in the local community. Some help and visit residential homes and many contribute to charities. Students are very clear about what constitutes healthy eating and are quick to complain about the quality of the school lunches at centres such as Stratton. Many, where they can, participate in sports and show awareness of the harm that smoking and drugs can do. At all the centres, students are friendly and eager to talk and show off their work. They are proud of their achievements and express their gratitude for the opportunity to have another chance to gain an education.

Opportunities for students to develop their understanding of different cultures are developing. For example, they show good awareness of a range of different artists and have studied poetry from Vietnam. Displays and visits out of school support their understanding of life in different countries.

These are the grades for pupils' outcomes

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Observations of lessons show that teaching has many strengths and, apart from at Youth Education Project, the quality of teaching rarely falls below satisfactory. Teachers' subject knowledge is very strong and this was evident in nearly all the centres. They use questioning well to ensure that students understand the work and staff ensure that lesson objectives are clear. In one lesson observed staff very effectively used a form of 'bingo' at the start of an information and communication technology (ICT) lesson for Year 11 students which held their attention well and enabled staff to check on students' knowledge and understanding. A strength of teaching is the positive relationships that all staff have with students. Teachers address poor behaviour well and this very good practice was shown when, after an incident in a lesson, the teacher challenged a group of students to consider how they could have better supported a student who left the class. The unsatisfactory teaching at Youth Education Project results from teachers' low expectations of what students can achieve. This was very evident in an art lesson where the activity did not challenge students and enable them to develop skills.

The use of assessment to support learning is not consistent across all the centres and the marking of work is very variable. There is good reference to students' behaviour targets, for example in the primary class, but older students are unclear about their academic targets and there is limited reference to these in marking. The good practice in mathematics of displaying criteria for what students need to do to achieve is not

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

evident in all subjects. Teachers do not always plan work for the different abilities within their classes. Sometimes, they rely too much on the input of teaching assistants to support students' learning rather than providing different tasks that are more closely linked to the range of ability of the students. This was reflected in the homework given to a class containing students from Years 7, 8 and 9. The range of ability of the class was very wide but all received the same worksheets for English and mathematics.

Each centre has worked hard to develop its curriculum but there are significant weaknesses in two centres and, as a result, curriculum provision overall is unsatisfactory. In Youth Education Project and Stratton, the poor quality accommodation impacts on the range of provision that can be offered. Resources and facilities are inadequate at YEP and there are no facilities to teach science in Years 10 and 11 at Stratton. Efforts have been made to ensure students have good opportunities for sport despite the fact that, for a number of centres, this means going off site. The range of accreditation opportunities is good at most centres and effective use is made of local colleges to enable students to access courses. Due to limited resources, the few permanently excluded pupils of primary age at Stratton centre only have 10 hours teaching in the centre and 10 hours home tuition. This is below recommendations for the amount of taught time they should receive. In addition, it restricts the opportunities for pupils to develop their social skills in larger groups or have a sufficiently wide range of learning experiences.

The care of and support for students is a strength in much of the provision. This is reflected in parents' very positive comments. Staff work extremely hard with students, supporting them well in developing their social and emotional skills and enabling many of them to develop sufficient confidence to return to mainstream or move on to college or work. The shortcomings in safeguarding at Swindon Creative Education Panel significantly restrict the quality of care and support there.

These are the grades for the quality of provision

The quality of teaching	4
Taking into account: The use of assessment to support learning	4
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	4
The effectiveness of care, guidance and support	4

How effective are leadership and management?

While it is evident that nearly all the centres run well on a day-to-day basis, there is a lack of effective leadership of the PRU as a whole. Many senior staff consider that there is a clear vision for the PRU but this is not articulated in any formal sense. Consequently, some staff, including those new to the PRU, do not have a clear understanding of its aims, and expectations for securing improvement are not communicated effectively.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

There has been a lack of direction in ensuring that staff are involved in evaluating their own effectiveness and using this knowledge to develop relevant plans for improvement both for their centres and for the PRU as a whole. A business plan for the PRU has been established and centres have set themselves targets. However, these are not focused on achievement or teaching and learning and have not been established through an evaluation of current provision. Most centre managers monitor teaching effectively and provide relevant support to those teachers who need help. This is most evident at Riverside, Stratton and in the hospital service. However, not all managers are effective at recording what they have done or analysing their findings in such a way as to enable them to develop whole-centre good practice. A key issue raised at the last inspection concerning the use of data has not been addressed sufficiently well and this has affected managers' ability to assess their own effectiveness. It also means that staff do not have sufficient insight into the performance of different groups of students to ensure that equality of opportunity is secure and to inform improvement planning.

The management committee has failed to challenge the PRU to evaluate and develop its effectiveness and consider how it can improve further. Although recently there has been increased involvement of consultants to support senior staff, their impact has not ensured that the PRU is well placed to judge how well it is doing. The recent inclusion of two new centres into the PRU has not been planned carefully enough. As a result, safeguarding procedures are not in place or sufficiently robust at Swindon Creative Education Project. At Youth Education Project, the accommodation and resources are inadequate and insufficient support has been given to the new manager. As a result of the weaknesses in deploying resources, the PRU does not provide value for money.

A strength of the centres is in their communication with parents and many of them comment on how well informed they are by staff. There are regular phone calls and weekly reports ensure parents know how well their children are doing. The work of the behaviour support team and the very strong partnerships staff have with the Child and Adolescent Mental Health Service greatly assist in the effective promotion of students' health and well-being. Community cohesion is being developed well in some centres through increasing links both locally and globally. Others, however, have made little progress in promoting community cohesion beyond the centres themselves.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	4
Taking into account: The leadership and management of teaching and learning	4
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	4
The effectiveness of safeguarding procedures	4
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	4

Views of parents and carers

Parents and carers are very positive in their support of the various centres. Nearly all centres received praise from parents and carers who acknowledged how much they valued the support of staff and the progress their children were making. Comments included those such as: 'I cannot praise the staff enough for the support they have given my daughter educationally as well as emotionally. I have found them to be supportive.' Another parent commented: 'We are really pleased with the standard of teaching support; the staff have been really caring. We cannot thank staff enough for their support.' Their views can best be summarised by one parent who wrote: 'The school never gives up and does everything to ensure that a child fulfils its potential.'

The inspectors found no evidence to substantiate the one individual concern that was raised, although this was summarised and reported to the school without identifying any individual.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of students registered at Stratton Education centre to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 12 statements about the school.

The inspection team received 33 completed questionnaires by the end of the on-site inspection. In total, there are 201 students registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	18	55	10	30	5	15	0	0
The school keeps my child safe	22	67	10	30	0	0	0	0
The school informs me about my child's progress	25	76	7	21	0	0	0	0
My child is making enough progress at this school	21	64	10	30	0	0	0	0
The teaching is good at this school	25	76	8	21	0	0	0	0
The school helps me to support my child's learning	18	54	14	42	0	0	0	0
The school helps my child to have a healthy lifestyle	19	58	10	30	1	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	18	55	12	36	0	0	0	0
The school meets my child's particular needs	25	76	8	24	0	0	0	0
The school deals effectively with unacceptable behaviour	21	64	10	30	0	0	0	0
The school takes account of my suggestions and concerns	21	64	11	33	0	0	0	0
The school is led and managed effectively	25	76	8	24	0	0	0	0
Overall, I am happy with my child's experience at this school	26	79	7	21	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



25 September 2009

Dear Students

Inspection of Stratton Education Centre, Swindon SN2 7QP

Thank you for being so friendly when I and my colleagues visited your centres. We were very impressed with your positive attitude and much appreciated the opportunities to talk to you. Thank you to all those who completed the questionnaire and wrote to us about the centres you go to. The fact that many of you now attend the PRU regularly and enjoy your education is a credit to you and the staff you work with. Many of the centres support you well and in these you develop adequate and often good skills that will help you when you go to college or start work. The quality of the care and guidance you receive in many of the centres is very high and the links with your parents and other agencies are good.

There are, though, some serious weaknesses which mean that the PRU will have to have extra support to help it improve things. Below are the things that the PRU has to improve:

- The procedures to ensure that all of you attending Swindon Creative Education Project are kept safe
- Many aspects of the Youth Education Project centre so that the outcomes for students are at least satisfactory. This has to be done by the start of the summer term 2010.
- The quality of leadership and management of the PRU by:
 - helping the centre managers improve their skills at checking the work that goes on in their centres so that they are confident that you are all achieving to the best of your abilities
 - improving the way the PRU checks on how well it is doing and making sure that this involves all staff
 - making good use of all the information the PRU has gathered to establish a plan that will help the PRU improve
 - ensuring the management committee is more effective in challenging and supporting the PRU and meets its statutory requirements.
- The Stratton curriculum by:
 - making sure all of you in Years 10 and 11 are able to study science

- making sure those of you in Key Stages 1 and 2 who have been permanently excluded receive the recommended taught time and a broader curriculum.

I hope that you will all support the staff in making these improvements.

Yours sincerely

Sarah Mascall

Lead Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.