

INSPECTION REPORT

WESTBURY SUPPORT SERVICE AND PUPIL REFERRAL UNIT

Bilborough, Nottingham

LEA area: City of Nottingham

Unique reference number: 122401

Headteacher: Mr John Dyson

Reporting inspector: Robert Thompson
10781

Dates of inspection: 7 – 9 February 2000

Inspection number: 64541

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Pupil Referral Unit

School category: Pupil Referral Unit

Age range of pupils: 8 to 14 years

Gender of pupils: Mixed

School address: Chingford Road
Bilborough
Nottingham

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Appropriate authority: Local Education Authority

Name of chair of governors: Ms Mirth Parker

Date of previous inspection: None

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Robert Thompson	Registered inspector	Geography	Teaching and learning
		History	How well is school led and managed
		Modern foreign languages	English as an additional language
		Physical education	Integration
Shirley Elomari	Lay inspector		Pupils' attitudes, values and personal development
			How well does unit care for pupils
			Partnership with parents
James Bowden	Team inspector	English	Equal opportunities
		Art	Results and achievements
		Music	How well are pupils or students taught
Roy Lund	Team inspector	Science	Special educational needs
		Information technology	Curricular and other opportunities
		Design and technology	
		Religious education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE UNIT

Westbury Pupil Referral Unit (PRU) was established in January 1995 as part of Nottinghamshire's response to meet the needs of pupils who are experiencing emotional and behavioural difficulties, and as a result find themselves permanently excluded from school. Today the PRU is part of Nottingham Behaviour Support Service. Its function is to provide a continuing education for pupils from within the City of Nottingham who are, in the main, permanently excluded from school. There are a limited number of dual placements within the unit.

The PRU has not been inspected before.

The Nottingham Behaviour Support Service attached to Westbury School, but sited elsewhere, includes an outreach team in addition to the PRU teaching team. The Outreach Team provides behaviour support to schools across the City of Nottingham. There is also a separate PRU for Key Stage 4 pupils.

The headteacher of Westbury School has overall management responsibility for the PRU and the Behaviour Support Service. The teacher in charge of the PRU has responsibility for the development and day to day operation of the PRU and the Behaviour Support Service within the City of Nottingham. There are two further managers within the management structure of the service. One is deputy within the service and has operational responsibility for home tuition, the second has responsibility for all matters relating to professional development of the staff team. This report refers only to the Westbury PRU.

The Westbury PRU is located within Westbury Special School, a day-school for pupils with emotional and behavioural difficulties. The school caters for pupils between the ages of 10 years and 16 years. The PRU caters for pupils at Key Stages 2 and 3. All pupils on roll have been permanently excluded from their previous schools. The aim of the PRU is to reintegrate pupils into mainstream schools where practically possible. Co-operative timetabling allows the unit to access specialist rooms, such as a design technology suite, art room (complete with pottery facilities) science laboratory and a food technology suite. There is also a large multi-purpose hall for indoor physical activities and an all weather AstroTurf facility.

There are 16 pupils on roll at present. Fifteen boys and one girl. Three boys are dual-registered. All pupils are part time. Thirteen pupils are white, one is Pakistani and two are of black-Caribbean heritage. One is registered as having English as an additional language - his first language is Punjabi. There has been one fixed-period exclusion in the last year. Last year authorised absence was eight per cent, unauthorised absence is eleven per cent. This term authorised absence has improved. Authorised absence is thirteen per cent and unauthorised absence is only two per cent.

The curriculum the PRU offers covers English, mathematics, science, design and technology and food technology, art and design, information communication technology, humanities and personal, social and health education.

The issue of governance of the PRU has yet to be resolved. The Local Education Authority has not yet put a management committee in place. Matters of budgeting and finance remain within the remit of Westbury Special School and the operational responsibility for the handing of all finance relating to the Service, of which the PRU is a part, remains with the headteacher of that school.

HOW GOOD THE UNIT IS

Overall this is a good pupil referral unit. It is well led and managed, making effective use of the accommodation and resources it has. Teaching is a strength of the unit. All staff work very effectively together to ensure that pupils achieve well and make good progress. Pupils show very good attitudes to their work. Relationships and behaviour are very good. Parents and pupils value the unit and pupils particularly like coming to the unit. Provision for pupils with extra special educational needs is good and all pupils are given equal access to the curriculum offered. The unit's

literacy and numeracy strategies permeate the curriculum and are working well. Taking into account the poor attainment and progress pupils have made prior to attending the unit, they make good progress during their stay. Pupils make progress socially, behaviourally and academically. Parents and pupils value the facility. However, more pupils could be taught in the unit; therefore, it provides satisfactory value for money.

What the unit does well

- The quality of teaching and learning is good.
- The day-to-day management of the PRU is very good.
- From a low base on entry, pupils achieve well and make good progress.
- Pupils' attitudes and behaviour are very good.
- Relationships between pupils and staff are very good.
- Pupils are offered a good quality curriculum. Cross-curricular activities are good.
- Pupils' use their literacy and numeracy skills well across the curriculum.
- Provision for pupils' personal development, including spiritual, moral, social and cultural development, is very good.
- Accommodation and learning resources are very good.

What could be improved

- The LEA needs to develop a mechanism to oversee the work and progress of the PRU and to devise a system of providing the PRU with a discrete budget, which would allow the PRU to develop an action plan that is prioritised and costed.
- The PRU leadership needs to report formally to the LEA.
- Provision specified in pupils' Statements of Special Educational Need, need to be met.
- Information communication technology needs to be developed as a discrete subject.
- Formal strategies for monitoring and evaluation teaching and learning need to be put in place.
- Core subject responsibilities need to be more effectively distributed.
- The unit needs to ensure consistency in all subjects in target-setting for pupils, and assessment of progress over time.

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

HOW THE UNIT HAS IMPROVED SINCE ITS LAST INSPECTION

This is the first time the unit has been inspected.

STANDARDS

The table summarises inspectors' judgements about how well pupils are achieving in relation to their individual targets by the time they leave the unit.

Progress in:	by age 14	Key	
English	B	Very good	A
Mathematics	B	Good	B
Science	B	Satisfactory	C
Personal, social and health education	B	Unsatisfactory	D
Other personal targets set at annual reviews or in IEPs*	B	Poor	E

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

Pupils' achieve particularly well and make good progress in mathematics, science, art, food technology, English at Key Stage 2, design and technology (resistant materials) at Key Stage 3.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the unit	Pupils have very positive attitudes to the unit, both to the teaching they receive and the support they are offered.
Behaviour, in and out of classrooms	Pupils' behaviour is generally good and often very good. Pupils show respect for one another, all staff, the accommodation and displays around the building.
Personal development and relationships	Relationships are good between pupils, and pupils and staff. Pupils make good progress in their personal development.
Attendance	Attendance is good and improving each term. Some pupils achieve 100 per cent attendance.

Relationships in the unit are particularly good. Pupils have very positive attitudes to their learning and try their best to succeed. They are making good progress in their personal development. Attendance is improving each term, many pupils are now achieving over 90 per cent attendance, and some achieve 100 per cent.

TEACHING AND LEARNING

Teaching of pupils:	
Lessons seen overall	Twenty-one lessons were seen. Teaching was predominately good and often very good.

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

The quality of teaching across the unit is predominately good, with only one lesson seen during the inspection being unsatisfactory. Ten per cent was satisfactory, 86 per cent was good or better and 24 per cent was very good. Examples of very good teaching were seen in mathematics, humanities, design and technology and art. Good teaching was seen in all subjects except information communication technology (ICT), where teaching was satisfactory. Overall, the quality of teaching in English, mathematics, science and personal, social and health education (PSHE) is good. Teachers have great skill in managing pupils with emotional and behavioural difficulties. Very good use is made of praise, encouragement and good humour, with expert use of skilled questioning to improve pupils' understanding and evaluate pupils' learning. Teaching is a strength of the unit. Literacy and numeracy strategies permeate the curriculum, particularly listening and speaking skills. This enhances the progress pupils make. The unit meets the needs of most pupils well, except where pupils have Statements of Special Educational Need, which specify access to a full National Curriculum.

OTHER ASPECTS OF THE UNIT

Aspect	Comment
The quality and range of the curriculum	The curriculum is suitable for the needs of the pupils and keeps them in touch with their mainstream schools.
Provision for pupils with special educational needs	There are pupils on the roll of the PRU with statements. The provision specified in their statements are not met.
Provision for pupils with English as an additional language	Provision for English as an additional language is satisfactory.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The personal development of pupils is good. Teachers give a strong emphasis to the promotion of pupils' spiritual, moral, social and cultural development. Provision is very good.
How well the unit cares for its pupils	Pupils are given good support to help them deal with their behavioural and academic difficulties.

Parents are contacted on a very regular basis. They have great confidence in the unit and value the placement for their children. A great strength of the unit is the trust between pupils and staff. An area for development is the way in which reports to parents are written. More detail on progress is required.

HOW WELL THE UNIT IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The quality of the day-to-day leadership is very good and effective in raising pupils' achievements and enhancing their progress. There is clear educational direction and sense of purpose. Team-work and team spirit are strengths of the unit.
How well the management committee fulfils its responsibilities	At present there is no LEA management committee. The LEA acknowledges this, and has implemented a plan to rectify this situation.
The unit's evaluation of its performance	The LEA has recently carried out an audit of the PRU. There is a Service School Improvement Plan, which identifies this year's priorities for the PRU. The teacher in charge (TIC) informally monitors teaching and learning across all classes.
The strategic use of resources	The unit makes very good use of its resources. Information communication technology is used particularly well across the curriculum to enhance pupils' work.

There are sufficient numbers of well-experienced staff to meet the demands of the curriculum. Accommodation is very good, with discrete rooms for science, design and technology, art and food technology, a multi-purpose hall and outside play area. The displays throughout the building are very good, and provide a welcoming and stimulating environment for pupils and visitors. Learning resources are very good. The PRU is well led and managed with clear educational direction. Although the PRU has no discrete budget, prudent management ensures that it receives best value for money on all its purchases.

PARENTS' AND CARERS' VIEWS OF THE UNIT

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Parents feel very comfortable approaching the unit.• The unit works closely with parents.• Parents feel the unit is really helping their child to become more responsible.• The unit has high expectation of pupils.	<ul style="list-style-type: none">• A minority of parents would like closer links with the unit.

A parents' meeting was held prior to the inspection and four parents attended. Five questionnaires were returned. The questionnaires were analysed and found to be very supportive of the unit. The inspection team supports the very positive views of parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Given the underdeveloped skills pupils have on arrival, and their past history of non-attendance and non-participation, they achieve well, making good progress overall throughout their time in the unit. Judgements about pupils' achievements are based on lesson observations, analysis of individual pupils' folders and display work in and around the classrooms as well as discussions with teachers. The majority of pupils have been attending the unit since September. All have Individual Education Plans (IEP's) and targets set there are broadly based on improving pupils' behaviour. For the great majority of pupils, attainment in all the subjects is below both national standards in the core subjects of English, mathematics, science and Information and communications technology (ICT) as well as below national norms in other subjects taught.
2. Pupils' overall attainment in English is below national standards. Taking into account the underdeveloped skills the majority have on arrival at the unit, their confidence, throughout both key stages, in speaking and listening is developing well in all the subjects taught. The PRU literacy policy has provided a framework within which teachers can focus their lesson planning on developing pupils' literacy skills. Though pupils are encouraged to read a wider range of books than those used in the unit, many do not take full advantage of this opportunity and thus the range of their reading is limited. In their English lessons, at Key Stage 3, pupils read a set text per term and, in some instances, develop their knowledge and understanding of poetry. At both key stages they read with confidence on a one-to-one basis with adults and at Key Stage 3 also read aloud with confidence to the whole group. The overall underdeveloped skills of pupils at Key Stage 2 means that their writing skills are weak, thus the focus of their work is based on the national literacy additional learning resources. This is having a positive impact on the progress they are making in lessons. In a Key Stage 2 lesson, for example, pupils were developing their knowledge and understanding of phonemes and of the rules for adding '-ing' to a word, effectively. At the end Key Stage 3, the quality, range and quantity of pupils' writing is developing. They are clearly making progress towards their writing targets in relation to their prior attainment, but are making slower progress in terms of the range of creative, imaginative or extended writing.
3. Pupils' attainment is below national standards in mathematics. However, they achieve well as they progress through their mathematics schemes. The schemes used are well-structured which gives good support to pupils. Coverage is closely linked to the work done in their mainstream schools, which is a positive advantage when looking forward to full reintegration. Pupils across both key stages use mathematical vocabulary with confidence and understand the connections between numbers. At Key Stage 2, pupils tell the time accurately and read both digital and analogue timepieces accurately. They are quick and accurate in mental arithmetic, good at times tables and mental problems of time and money. At Key Stage 3, pupils are accurate in their mental mathematical problems. They are very good at using the four basic rules of number and percentages. They make good use of their mathematical skills to work out practical problems; for example, in their work on a building project, 'Dodgey Builders'. They find this work is fun and are able to calculate time and money, such as hourly rate, overtime, gross pay, net pay and deductions. Pupils use their mathematical skills well in other subjects, for instance, measuring in design and technology, weighing in food technology and scale drawings in humanities.
4. The standards of attainment of some pupils in science are comparable with those of pupils in mainstream schools and their achievement overall is good at both key stages. Pupils begin their courses with widely differing knowledge and understanding of the subject but, because teachers assess pupils' needs well and plan appropriately for them, they make good progress. By the end of Key Stage 2, pupils ask the question 'what will happen if....' and suggest experiments to test out their predictions. For example, they know that light travels in straight lines, and by placing objects in the way they make shadows and explain why the shadows are

formed. By the end of Key Stage 3, pupils have moved on to the concept of a fair test and set up experiments, for example, to demonstrate how light is focused on to the retina of the eye, using concave and convex lenses. At this age, pupils are more confident in recording hypotheses and results, some using word-processing skills.

5. Information and communications technology (ICT) is not taught as a discrete subject thus pupils learn their skills through ICT work within other subjects, notably, English, mathematics and art, with some use in science, design and technology, food technology and humanities. As ICT is not planned or taught systematically within the schemes of work of these subjects, pupils' knowledge, understanding and skill in ICT is variable. Some key skills are not being acquired; thus pupils' achievement in the subject overall is underdeveloped. ICT is a core subject of the National Curriculum, and this situation is unsatisfactory if pupils are to be reintegrated into mainstream schools, in accordance with the aims of the unit. By the end of Key Stage 2, pupils access a computer screen, open files and use basic word-processing functions, using, for example, a keyboard and mouse to help present their work in English. By the end of Key Stage 3, they use their ICT skills to record work in science and food technology. In design and technology, most pupils control systems on a laptop computer to program a small vehicle, made from a kit. Pupils search for, and find information using CD-ROMs in humanities projects or to find images for use in art projects. In design and technology, pupils use a variety of control systems in their use of tools and other equipment in the food technology room and in the workshop. However, computing skills are variable for individual pupils and between pupils in the same group.
6. The attainment of the majority in art is below national age-related expectations. Despite this, pupils achieve well and make good progress in lessons. By the end of Key Stage 2, they experiment with and use successfully a range of materials and techniques. One pupil, for example, had produced a range of work using pastels and all have produced some good quality silhouette work with accurate depictions of themselves. By the end of Key Stage 3, pupils develop a secure understanding of the work of other artists through looking at a range of portrait work; for example, comparing the work of 'traditional' portraits to those produced by Andy Warhol. This helps them to evaluate the work of other artists. They are also developing and refining aspects of their own work. In one Key Stage 3 lesson, for example, pupils were making effective use of digital images of their heads to prepare templates and then working successfully with clay to produce a relief image of themselves.
7. The standard of most pupils in design and technology is comparable with pupils' work in mainstream schools in making activities and their achievement is good overall in both key stages. Pupils' needs are assessed well on admission to the unit and a range of activities are then planned in resistant materials to enable pupils to demonstrate the knowledge, understanding and skills they already have. This ensures that the tasks set are appropriate to their needs. They discuss the design process and suitability of materials, for example, a small table, to select, mark out, cut and assemble with minimum adult supervision. By the end of Key Stage 2, in food technology, pupils are able to suggest ingredients for making, biscuits, for example, and assemble, weigh out and cook with minimum supervision. They record what they have done. By the end of Key Stage 3, pupils discuss and select ingredients for more complicated dishes such as pizzas. As part of this they weigh, cut, chop, mix and use a conventional and microwave oven. Pupils then discuss the process undertaken and evaluate its effectiveness. However, pupils' knowledge and understanding of the design and evaluation element in both resistant materials and food technology is underdeveloped.
8. Attainment in geography is below national norms. However, pupils achieve well and make good progress. At Key Stage 3, pupils have a good understanding of rain on mountains, the effects of erosion, as a stream becomes a small river, and joins another to become a bigger river. Pupils have a good recall of previous knowledge and learn how to use new vocabulary, such as *watershed*, *basin confluence*, *sources* and *mouaths* of rivers.

Pupils' attitudes, values and personal development

9. Attitudes towards the unit are positive. All pupils attending the PRU have previously been permanently excluded from school. The majority of pupils have a history of inappropriate attitudes or behaviour in their previous schools. Almost all pupils are keen to attend. Attitudes in lessons are good. Pupils work hard and persevere to complete the tasks set. The high expectations staff have of work and behaviour allow pupils to work undisturbed and achieve well. Pupils listen well to their teachers and one another. The pupils treat displays in classrooms and around the building with respect.
10. Behaviour is good, and often very good, in most lessons and as pupils move around the unit. The Code of Conduct, which is prominently displayed in all the classrooms, was recently reviewed and revised, with all pupils actively involved in the process. The Code is based on rights, responsibilities and respect. Pupils understand it and try hard to abide by it. Pupils know what is expected of them and most appreciate the firm but fair discipline. The unit works hard and with success to avoid exclusions. There was one exclusion last year.
11. Relationships in the classroom are very good. Staff treat pupils with respect and pupils respond positively. Visitors are treated politely. Time is built in to the end of each session to allow staff and pupils to reflect on the work and behaviour that has been achieved. This time is well used and makes a positive contribution to pupils' personal development. During the inspection, pupils were seen to reflect purposefully on the effect their behaviour had on others. Pupils usually listen well and show respect for the opinions and feelings of others. Pupils respond positively to the opportunities they have to be involved in making decisions that effect them, such as deciding on the rewards they receive for good work and behaviour, and reviewing the Code of Conduct and in self-assessment of work achieved.
12. Pupils make good progress in their personal and social skills. The programme of personal, social and health education places emphasis on the skills of discussion, decision-making and goal-setting, as well as involving pupils in the evaluation of each module. This makes a positive contribution to pupils' personal development and works well. The unit is involved in football training and matches, in collaboration with Westbury School, against other schools, which contributes positively to the development of team skills and social interaction.
13. Overall attendance rates for last year are good for a PRU, around 84 per cent with 14 per cent authorised. The rate of unauthorised absence fell last term from 11 per cent to 2.3 per cent, which is commendable. Actual attendance is improving each term. There is considerable variation between individual pupils in their attendance record, but for the majority attendance is good. Last term, nine of the fourteen pupils in Key Stage 3 had attendance of over 90 per cent. Two had a 100 per cent record. In Key Stage 2, four of the six pupils had attendance of over 90 per cent last term. For three pupils, however, attendance is poor at below 55 per cent, which has a disproportionate effect on the overall percentage figures for the unit.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

14. The overall quality of teaching and learning is good. In six out of ten lessons it is good and in two out of ten lessons it is very good. The remainder is satisfactory, and only one unsatisfactory lesson was observed. Strengths in teaching are to be found in English at Key Stage 2, art, design and technology (resistant materials) and food technology at Key Stage 3 and mathematics at both key stages. Particular strengths at Key Stage 2 are the questioning, reassuring and enabling skills of the teacher, as well as the adeptness of the use of praise and encouragement. This improves pupils' confidence and motivation, which helps to produce a positive learning atmosphere. At Key Stage 3, the particular strengths are in well-prepared and structured planning that provides a variety of appropriate activities. This ensures that pupils are on task throughout. Effective questioning is used to involve all pupils, and teachers ensure that pupils' literacy skills are well-developed through all subjects. In the one instance where there was unsatisfactory teaching and learning, this was because of a lack of pace and shared rationale for the lesson, as well as the work not being fully planned and matched to the range of ability within the group.

15. The overall quality of teaching and learning in English at Key Stage 2 is good. The teacher works effectively, using the national literacy strategy, and ensures that the work is appropriate for the pupils. There is a clear structure to lessons and pupils are told what is expected of them. A calm, patient yet proactive style ensures all are on task and where there are opportunities, pupils are expected to listen to one another and work cooperatively. Inappropriate behaviour is quickly dealt with, and pupils are managed well. In the one unsatisfactory lesson observed, the Thesaurus task was slow and pupils had no understanding as to what was expected of them or why they were expected to complete the task. The higher attaining pupil was not stretched and the support teacher was not used effectively to target the range of learning needs in the group. It is of credit to the pupils that their behaviour was very good throughout this lesson.
16. The quality of teaching and learning in mathematics is good overall. It is never less than good and sometimes very good. Teachers use questioning very well, involving every pupil in the lesson, checking for learning and understanding. Expectations both of work and behaviour are high. The aims and objectives of lessons are set out clearly at the start of each lesson. Classroom management is good. Pupils receive a high level of personal support and attention from teachers. Relationships are very good. In most lessons pupils consolidate prior learning as well as acquiring new knowledge and skills. Imaginative and lively presentation enables pupils to retain and recall information; for example, in their 'Dodgey Builders' project, pupils remember that their net pay is considerably less than their gross pay. They recall 'deductions' and what they are used for by the government, such as their National Insurance contributions. Some commented on the unfairness of having their hard-earned money taken off them. Teachers and support assistants work well together and this makes a significant difference to lessons running smoothly, thus enabling pupils to learn effectively.
17. In science, teaching was good in all lessons seen and, as a consequence, the quality of pupils' learning is good. Teachers have good subject knowledge and understanding of the pupils, which means that the work is always appropriate to their needs. At the same time, teachers have high expectations, which challenge the pupils and ensure that they have to think hard about what they are doing. They make good opportunities to reinforce pupils' literacy skills through, for example, the use of key word cards. Their numeracy skills are developed through weighing and measuring and their skills in information and communications technology (ICT) are enhanced through the use of computer-aided measurements of, for example, temperature. Good use is made of lesson time and pupils are kept fully occupied and interested with plenty to do. Good use is also made of a wide variety of activities, including practical activities, and well-timed changes to the next activity ensure that pupils are constantly stimulated. Effective use is made of recording sheets for pupils who have literacy problems but there is insufficient use of ICT for recording work and enabling pupils to access the curriculum.
18. All teaching of ICT takes place within other subject areas and the teaching that does occur is satisfactory overall at both key stages. The quality and use of ongoing assessment is in the early stages of development and relies on informal perceptions of pupils' needs. As yet, there is no systematic assessment and target-setting in basic computing skills. As a consequence, pupils' learning is satisfactory overall.
19. The teaching of art is very good and has a positive impact on pupils' quality of learning. Very good subject knowledge, as well as enthusiasm and commitment to art, are transmitted to pupils who respond very well in lessons. Pupils are offered a wide range of materials with which to work across both key stages and specific art vocabulary is on display, thus reinforcing and enhancing pupils' literacy skills. They are also successfully encouraged to explore the work of other artists and encouraged, not only to adapt their work to the styles of others, but also to evaluate, through written comments, the work of other artists. Pupils have individualised programmes with clear learning objectives, thus they are clearly aware what is expected of them in lessons. These are very well planned, resourced and managed.
20. In all areas of design and technology, teaching is good at Key Stage 2 and very good at Key Stage 3. As a consequence, the pupils' learning at Key Stage 2 is good and very good at Key Stage 3. Teachers have good subject knowledge and understanding of the needs of pupils,

which ensures that the work is always appropriate to the skills of the pupils. Teachers make good use of key words on cards to reinforce literacy skills and reinforce numeracy through weighing, measuring and marking out skills. In resistant materials, good attention is paid to the differences between plane and three-dimensional representations. However, although there is some use of control technology, insufficient use is made of ICT to enable design and evaluation processes. Teachers have established very good routines for teaching and learning, which means that pupils organise themselves very well at the beginning and end of lessons, putting on overalls, getting out their equipment and materials and both clearing up and washing up at the end without being asked. This aspect of design and technology is very impressive. Lesson time is used very well, with plenty of activities and a seamless move from one activity to another so that the pupils are constantly interested and stimulated. Very good use is made of the excellent quality accommodation and good quality learning resources. Good use is made of digital imaging to show the pupils' achievements.

21. The teaching of humanities is very good, as is the quality of pupil's learning. Its brisk and well-timed changes of activities keep pupils motivated. Praise, encouragement and humour are used effectively. Pupils respond well to this approach, relating very well to staff. Resources are well organised in advance, appropriate to the task, easy to access and used well. There are high expectations of work and behaviour. For example in one lesson where a pupil had previously been absent, the teacher's introduction effectively recapped the previous week's lesson. This brought the pupil up to date as well as reinforcing learning in the rest of the group. Questioning is used well to check for understanding and evaluate learning. Teachers know the pupils well, pausing and allowing them time to answer, rather than rushing on to the next point. Pupils appreciate this, respond well, and are not afraid to answer, knowing that staff will support and encourage them.
22. Homework is used well by agreement with parents, pupils and staff. It is used for individual pupils who can benefit most from the work.

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

23. The quality and range of the learning opportunities offered within the PRUs curriculum are good, overall. Part of the curriculum is provided through shared placements with mainstream schools, or through additional home tuition, and this ensures that each pupil has a broad and balanced curriculum according to their needs. Within the PRU, the main thrust of the curriculum is literacy and numeracy, through the subjects of English and mathematics but it also includes science and creative subjects like art and design and technology. Basic communication skills are taught very effectively across all subjects through the use, for example, word-processed lists or cards, including key words. Personal, social and health education (PSHE) is also taught through other subjects. Information communication technology (ICT) is not taught as a discrete subject although what is taught in other subjects is taught well. However, the balance and breadth of the ICT curriculum and the ability to respond to the needs of individual pupils in the subject is underdeveloped. Apart from this problem with ICT, the PRU's curriculum refers well to the Programmes of Study of the National Curriculum, so that the pupils' reintegration into mainstream schooling is greatly assisted. However, the PRU does not provide an appropriate curriculum for the two pupils currently on roll, who have Statements of Special Educational Needs. The PRU takes good account of the newly produced curriculum policy, produced by the Local Education Authority (LEA). The curriculum is socially inclusive and takes care to ensure that all pupils have equality of access and opportunity in all areas.
24. The provision of extra-curricular activities is difficult because of the arrangement of the teaching day into two separate sessions; with pupils either attending in the morning or afternoon, and also because of the considerable distances some pupils travel on their way to and from the PRU. However, the PRU is fully involved in the Notts County "Football in the Community" scheme, which entails some matches after school. The pupils have also visited the Peak District, as part of their outdoor and adventurous programme, and field studies in science and in humanities.

25. The unit's personal, PSHE programme is covered mainly through the different subject areas. Examples include: studies of community and citizenship within the humanities; issues of pollution, waste and the care of the environment in science; and issues of healthy living, including information about drug misuse and hygiene, in food technology. The effects of drugs misuse is also covered in science. The pupils very much enjoyed a performance of the group "Rap Trap" recently, which demonstrated to them that drugs are, in colloquial terms, "not cool". Sex education is covered systematically in science and also on a "need to know" basis in other curriculum areas. The last part of every session, morning and afternoon is given over, ostensibly, to a football session but, in fact, it is used very effectively to promote the pupils social development, especially in the areas of fair play, teamwork and taking turns. Within PSHE activities, the teachers have high expectations of pupils and present the areas of learning in an interesting and stimulating way, which help the pupils' personal needs, especially in the areas of developing co-operation and raising their self-esteem.
26. The PRU provides effectively for work-related education through appropriate topic work. In most subject areas this prepares them for the world of work through promoting the skills of communication, in all subjects, but especially in English, and numeracy through mathematics, DT and science.
27. The PRU has a variety of useful links with the community, which enable the pupils to appreciate other environments. For example, as part of the design and technology curriculum, the pupils are taught about the effects of waste and about salvage and recycling. They come into contact with representatives of local industries and as a result, the pupils not only learn about what they do, but the resources and materials available for designing and making projects are considerably increased. Pupils have undertaken a study of the workings of a local village, as part of their humanities course and while doing this, they have met representatives of the community there. As part of their art course, pupils have visited local museums and art galleries and they have also undertaken a workshop with a visiting "artist in residence". As a result of these experiences, pupils are used to meeting people and can talk to visitors with great confidence and maturity.
28. The PRU has good links with other schools in the area, especially with Westbury School, as they share the very good practical accommodation. The PRU also has some links with local mainstream schools; however, these vary according to how committed the schools are to their former pupils. Some members of staff have useful links for sharing information about the curriculum and for obtaining resources.
29. The PRU takes great care to familiarise the parents and carers of prospective pupils about the work of the PRU prior to admission, with a range of home visits, preliminary visits and "taster" sessions in order to make parents, carers and pupils feel more confident. Good support and information is provided for mainstream schools prior to reintegration and the staff carefully support the reintegration process so that pupils do not fail.
30. The PRU cultivates pupils' personal development, including their spiritual, moral, social and cultural development very well overall, through most aspects of the curriculum. Their spiritual understanding is developed through, for example, considerations about the purpose of life and life and death in science and English. The diversity of the natural environment and creatures within it are also discussed in science. In addition, the pupils have considered issues like battery farming, care of the environment, alternative sources of energy and clean water for the Third World. The pupils organised a coffee morning in aid of clean water in the third world. In art, the pupils consider the religious significance of religious icons and reflect on beauty.
31. Pupils' moral understanding is developed primarily through the excellent role models offered by the staff and their constant, and unobtrusive, reinforcing of ideas of right and wrong and their ongoing challenge of prejudice in gender or ethnicity. Within subject areas, the pupils consider the ethical implications of dissection in science. In food technology, they discuss the implications of large supermarkets and neighbourhood shops, together with the issues of food from cash crops, whether or not food should be bought from the Third World and intensive farming. In English, books like *Goodnight Mr Tom* give opportunities for discussion about leaving home, child abuse, death and war, poverty and social class.

32. Pupils' social understanding is developed through sharing and co-operating in lessons; for example, tools in DT or equipment in food technology. The Westbury football team gives an opportunity for all pupils to be involved in working together and promotes the PRU's social identity. In English, there is an ongoing emphasis on rights and responsibilities and these are reflected in the unit's Code of Conduct and system of rewards and sanctions. In art, the pupils are able to evaluate one another's work.
33. Pupils' cultural development is reinforced and promoted through the PRU's resources, and the library reflects society's cultural and social diversity and gender balance. In food technology, the pupils make dishes from different ethnic backgrounds: Chinese, European, Indian and African-Caribbean. They also consider the religious significance of how different foodstuffs are unacceptable in certain cultures. The PRU celebrated the Chinese New Year recently. In art, the pupils look at and discuss pictures from a range of cultural backgrounds. The PRU prepares the pupils well for life in a diverse multicultural environment.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The unit has very effective procedures in place to ensure the care and protection of its pupils. Good attention is paid to matters of health and safety, first aid and pupils' well-being. Arrangements for child protection are good. The TIC co-ordinates the necessary arrangements and there are good links with outside agencies. Regular fire drills are held. The unit provides a good programme of personal, social and health education, which enables pupils to begin to make informed decisions about their own health, hygiene and safety.
35. The good monitoring and promotion of attendance is effective. Levels of unauthorised absence have fallen very significantly since the introduction of telephone calls home half an hour after the start of each session to check on any unreported absence. Parents now inform the unit of the reason for absence more frequently. The registers are properly kept, but the unit does not report individual attendance figures to parents in the progress reports. Many pupils achieve attendance of over 90 per cent.
36. Staff work hard to ensure that levels of bullying and harassment are low and addressed promptly. Pupils have the chance to reflect on their behaviour at the end of every session and discuss any problems with staff. This raises their awareness of the effect of their behaviour on others. The head of the unit ensures that pupils and their parents are made very clearly aware of the expectations for behaviour at the admission interview. The commitment of staff and the sensitive support provided for pupils are a strength of the unit. Teachers form constructive relationships with pupils based on mutual respect. Procedures for monitoring and promoting good behaviour and discipline are good. Pupils were actively involved in the recent review of the Code of Conduct and fully understand the high expectations staff have of their behaviour. They respond positively to the points system and are involved in choosing the end of term reward.
37. When pupils arrive at the unit, the unit does not receive good levels of information about pupils' prior attainment. However, there are effective base-line assessments in mathematics, science and design technology. Baseline assessment in English is satisfactory. Using a range of tests pupils are assessed on entry to the unit and literacy targets are set for each individual. This is effective at Key Stage 2, where the work is based on the National Literacy Strategy. Targets for writing skills are displayed in classrooms, but these are not related to the attainment targets and levels for English in the National Curriculum. This is particularly important for those Key Stage 3 pupils being re-integrated into mainstream schools. At Key Stage 3, there is no consistency in matching target setting to attainment targets and levels. Reporting to parents confuses the issue further because two different methods of assessment are being used, depending on which teacher the pupils have for English. This lack of consistency is helpful neither to pupils nor to parents.
38. Ongoing assessment in mathematics is good, as this element is built in to the schemes of work. This is a positive advantage when reintegrating pupils into mainstream schools, as they are following the same schemes of work as their peers. However, in science, the process of

target setting, on-going assessment and reporting pupils' achievement over time to parents and carers, is underdeveloped; this is too informal and inconsistent.

39. Pupils receive high levels of individual attention and this ensures that they understand what they need to do in order to improve their work. Staff involve pupils in self-assessment, and this is used effectively to build their self esteem and confidence. An end of session reflection period also helps develop awareness of academic progress and the effect of behaviour on others.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. The unit has an effective partnership with parents and carers and works hard to foster good relationships. Parents and carers strongly support the unit and its work. All parents and carers attend an admission interview with their child and are fully informed of the expectations for attendance, punctuality, work and behaviour. Parents and carers state that their child likes to attend. They support the values promoted by the unit and most state that their child's behaviour has improved at home since attending.
41. Individual pupils are provided with homework on a regular basis. Staff maintain regular contact with parents and carers, either by telephone or by letter, to keep them well-informed of their child's progress both in their work and their behaviour. Staff produce written reports each term that cover progress well. Parents and carers have good opportunities to visit the unit with a formal meeting each term and an annual open day. In addition, parents and carers are welcome to visit the unit at any time, with or without an appointment. The success of the relationship between parents and carers and the unit is evident from the fact that all parents and carers who attended the meeting or responded to the parents' questionnaire felt happy to approach staff with any concerns. Parents and carers are happy with their relationships with the PRU, and the information provided for them.

HOW WELL IS THE SCHOOL LED AND MANAGED?

42. The PRU is very well led and managed on a day to day basis. The headteacher of Westbury Special School in his role as "strategic manager", gives effective direction to the work of the unit through regular meetings and visits. The teacher in charge (TIC) of the PRU reports to the head of the school on a very regular basis. This is done on an informal basis and requires formalising and recording to enable reports to be produced for the LEA. At the moment, there is no formal mechanism by which the PRU reports to the LEA. This has been acknowledged by the LEA, and a plan has been implemented to address this deficiency by September 2000.
43. The unit has a clear role within the Local Education Authority, and they share a common view with respect to the importance of providing appropriate academic experiences for pupils.

44. The unit has realistic aims for its pupils, one of which is to return pupils to mainstream school where appropriate. This is being achieved successfully. Since April 1999, 21 pupils have been reintegrated back into mainstream school, and several pupils are at present attending part time at the unit and part-time at mainstream school, working towards full-time reintegration by Easter.
45. Funding for the PRU comes through Westbury Special School as part of the Behaviour Support Service funding. The TIC of the PRU and the headteacher of Westbury School are responsible for 17 teachers in the Behaviour Support Service for Nottingham. There is an overall budget for Westbury Special School, the PRU and the Support Service. The PRU does not have a discrete budget but the funding it receives is used efficiently and effectively. The PRU has prepared an Improvement Plan, but this does not indicate such details as who is responsible for what, time scales, success criteria, timings or costs. The PRU does not have sufficient financial information on which it can base its forecasts securely. Arrangements for ranking and costing initiatives and for monitoring and evaluating developments, including the impact on standards, are not yet sufficiently developed.
46. The very good day-to-day leadership and management of the PRU is successful in establishing a very good ethos that promotes positive attitudes, good standards of behaviour and teaching which enhances the progress pupils make. In order to improve the quality of teaching and learning, the TIC organises lessons to which staff are invited to attend, followed by discussion of the quality of the teaching and learning that took place. The TIC informally monitors and evaluates the quality of teaching in lessons across the curriculum. Core subject co-ordination and responsibility is inequitable. This has a negative effect on the progress pupils make in English, as the present co-ordinator is part-time, and does not have sufficient time to co-ordinate effectively.
47. The unit has a clear role within the Local Education Authority and they share a common view with respect to the importance of providing appropriate academic experiences for pupils.
48. There is a clear commitment to raising standards, particularly in relation to attendance, attitudes, behaviour and academic achievement. Pupils like coming to the PRU and are conscious of making progress. They are proud of their work and through self-assessment can see where they are making progress both academically and in their personal skills. This, they realise, is the key to going back to their mainstream school.
49. The staff are a strength of the PRU. There are sufficient teachers with appropriate qualifications and experience of working with pupils with emotional and behavioural difficulties to meet the demands of the curriculum offered and the needs of individual pupils. They are extremely hard-working, prepare work effectively, and relate very well with the pupils. The teamwork between teachers is very good and positively enhances the progress pupils make.
50. Staff induction procedures are good, and the recently-appointed teacher in charge of Key Stage 2 pupils has recently just benefited from this experience. She felt that it improved her understanding of education in the PRU, which in turn helps her to promote learning, achievement and progress for pupils. The induction process covered important aspects of teaching, such as being available in classrooms as pupils arrive, management of challenging behaviour, lesson planning, resources preparation, recording, completion of incident sheets, and communication with parents or carers.
51. Staff appraisal systems follow the LEA plan for professional development and are effective. To date, only the TIC had benefited from this. Other staff expect to complete their appraisal in due course.
52. Accommodation is very good. Co-operative timetabling between Westbury Special School and the PRU allows the unit to access specialist rooms, such as a design technology suite, art room, (complete with pottery facilities) science laboratory and a food technology suite. There is also a large multi-purpose hall for indoor physical activities and an all-weather Astroturf facility. The building, which has been open for over two years, is very well-kept and provides a most

welcoming atmosphere for visitors. There is no graffiti, and very attractive displays of pupils' work are to be found all around the unit, in classrooms, corridors and the foyer. This all adds to the very good ethos of the unit, and positively promotes the achievement and progress of pupils.

53. Learning resources in science are good, but the science laboratory lacks sinks for hand-washing and in the preparation room. This is unsatisfactory for pupils at Key Stage 3 as it limits the work undertaken in experimental and investigative science.
54. Learning resources for all subjects taught are very good. The recently refurbished ICT room is an asset in the unit and is used well by pupils, not only for ICT but for cross-curricular activities, such as word processing their written work to enhance presentation. On one occasion, one pupil was using the computer music programme facilities independently to produce his own music.
55. Accommodation, staff and learning resources are used efficiently and effectively.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to further improve the high quality of education provided for pupils, the LEA should:

- Develop a mechanism to monitor and evaluate the quality and cost effectiveness of the educational provision at the PRU.
(paragraph 45)
- Devise a system of providing the PRU with the necessary information to allow the PRU to develop its strategic financial planning which is prioritised and costed.
(paragraph 45)

The Teacher in Charge of the PRU should:

- Report formally on the work and progress of the PRU to the LEA.
(paragraph 42)
- Ensure provision for pupils with Statements of Special Educational Need is met.
(paragraphs 23)
- Ensure information communications technology is taught as a discrete subject.
(paragraphs 5,23)
- Put in place formal strategies for monitoring and evaluation of teaching and learning.
(paragraph 46)
- Consider a more effective distribution of core subject responsibilities.
(paragraph 46)
- Ensure consistency in all subjects in target -etting for pupils, and assessment of progress over time.
(paragraphs 18, 37, 38)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	24	62	9	5	0	0

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

Information about the unit's pupils

Pupils on the unit's roll

	No of pupils
Number of pupils on the unit's roll	16

Special educational needs

	No of pupils
Number of pupils with statements of special educational needs	2
Number of pupils on the unit's special educational needs register	16

English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

Attendance

Authorised absence

	%
Unit data	13.9

Unauthorised absence

	%
Unit data	2.3

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	
Black – other	
Indian	
Pakistani	1
Bangladeshi	
Chinese	
White	13
Any other minority ethnic group	

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	1	
Other minority ethnic groups		

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

Teachers and classes

Qualified teachers and classes: Y3– Y9

Total number of qualified teachers (FTE)	4.1
Number of pupils per qualified teacher	2

FTE means full-time equivalent.

Education support staff: Y3 – Y9

Total number of education support staff	0
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Financial information

Financial information: The TIC of the PRU does not manage a discrete budget. These figures indicate only the finances the TIC is responsible for on a day-to-day basis.

Financial year	1998/99
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	£
Total income	23,918
Total expenditure	23,918
Expenditure per pupil	N/A
Balance brought forward from previous year	0

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

16

Number of questionnaires returned

5

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	40	0	0	0
My child is making good progress in school.	20	60	20	0	0
Behaviour in the school is good.	20	60	0	0	20
My child gets the right amount of work to do at home.	20	40	0	0	40
The teaching is good.	80	20	0	0	0
I am kept well informed about how my child is getting on.	80	20	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	100	0	0	0	0
The school expects my child to work hard and achieve his or her best.	80	20	0	0	0
The school works closely with parents.	80	0	20	0	0
The school is well led and managed.	80	20	0	0	0
The school is helping my child become mature and responsible.	80	0	0	0	20
The school provides an interesting range of activities outside lessons.	60	20	0	0	20

Summary of parents' and carers' responses: 5 questionnaires were returned

Parents feel very comfortable approaching the PRU with questions or concerns. They feel the PRU helps with whole-family problems as well as the individual pupil's specific problems. They feel the quality of teaching is good and that children benefit and increase their learning. They expect their children to work hard and also feel that behaviour and discipline in the unit is consistent; firm but fair. They are pleased with the information they receive and work closely with the unit. Overall, they feel the PRU is helping pupils to become more mature and responsible. Pupils are offered a good education and a positive chance to return to mainstream education.

Other issues raised by parents and carers

No other issues were raised by parents or carers. The positive view of parents and carers reflected in the analysis of the questionnaires, was a feature of some written comments by parents and carers and was reflected in the views of the five parents and carers who attended the meeting prior to the inspection. The inspection team fully supports the very positive views parents and carers have of the effectiveness of the PRU.