

INSPECTION REPORT

NEW BEACON ROAD PUPIL REFERRAL UNIT

GRANTHAM

LEA area: Lincolnshire

Unique reference number: 120369

Headteacher: Vacant

Reporting inspector: J.M.R. Overend
12336

Dates of inspection: 12th to 14th December 2000

Inspection number: 197213

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

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INFORMATION ABOUT THE UNIT

Type of school:	Pupil Referral Unit
School category:	Secondary
Age range of pupils:	11 to 16
Gender of pupils:	Mixed
Unit address:	New Beacon Rd, Grantham, Lincolnshire
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Appropriate authority:	The Local Education Authority
Name of responsible officer:	Mr W Rogers
Date of previous inspection:	13 th June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Malcolm Overend 12336	Registered inspector	Science Special educational needs	Characteristics of the unit How high are standards How well are pupils taught How well is the unit led and managed
Phiroze Daruwala 9499	Lay inspector	Equal opportunities	Pupils' attitudes, values & personal development How well the school works with parents
Ann Sydney 20622	Team inspector	English	How good are curricular & other opportunities
James Waddington 13623	Team inspector	Mathematics	How well the unit cares for its pupils

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE UNIT

The Grantham Pupil Referral Unit caters for boys and girls aged 11 to 16 who are currently having difficulties in their own schools or are excluded from them. It serves a large area of South Lincolnshire with some pupils travelling distances of over 20 miles to the unit. All pupils currently on roll are of white ethnic origin and all are on the register of special educational needs in their parent schools. Five pupils have statements of special educational need. Pupils registered at both the unit and their mainstream schools attend for five hours each week, pupils excluded from their schools for ten hours. The curriculum concentrates on the core subjects of English, mathematics and science together with some personal and social education. The main aim of the unit is to modify pupils' behaviour, to improve their attendance at school, to restore their personal self-esteem and to re-integrate them into mainstream education. In addition the unit supports a large number of pupils of both primary and secondary age in their own schools through regular visits and support for pupils after they have attended the unit, or in an effort to prevent them being placed at the unit for a period of time. It also offers guidance to mainstream schools in respect of ways to deal with pupils who are having problems of attendance or behaviour. The unit, which is currently without a teacher in charge, shares limited accommodation with a local youth centre.

HOW GOOD THE UNIT IS

The unit is very effective in improving the behaviour of pupils and in restoring their self-esteem. Standards of attainment by pupils are lower than those expected of pupils of similar age because pupils have a previous history of disaffection and individual targets for improvement are not specific. There is much good teaching but the curriculum offered is limited. The outreach service, which supports pupils in mainstream schools, is good and valued by all. Daily management is good, but overall management is constrained by current LEA policies. It provides satisfactory value for money.

What the unit does well

- Improves the behaviour of pupils
- Restores the self-esteem and self-belief of pupils
- Provides good outreach support
- Communicates well with parents and mainstream schools
- Is well organised on a daily basis

What could be improved

- The accommodation provided
- The curriculum offered
- The quality of targets in individual education plans
- The use of assessment to plan teaching and learning
- The teaching of sex education

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

The unit has made some progress in meeting the recommendations of the previous inspection. A new system of assessment procedures has been devised, communications with parents and with mainstream schools are much improved, the absence of pupils is followed up more closely and a policy for sex education has been produced. New personal support plans provide behavioural targets for pupils and progress is effectively reviewed with schools and parents. However, attainment targets in individual education plans are not specific enough. There has been no move to improve the accommodation for the unit and more limitations have been placed on its use by the youth club who own the building. As a result the curriculum offered to pupils has become more restricted. Information communication technology (ICT), which was a strength at the last inspection no longer forms part of the curriculum as equipment is dated.

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

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

Personal targets for behaviour modification are good, but those for attainment are not specific. Most pupils are working at levels below those expected nationally, but in the light of their previous educational experiences are making some progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the unit	Pupils have satisfactory attitudes towards the unit. They feel that it helps them, it listens to them and they prefer it to school.
Behaviour, in and out of classrooms	Good. There was no evidence of unacceptable behaviour during the inspection.
Personal development and relationships	Pupils have good relationships with teachers and adult visitors. They have friendly relationships towards each other and discuss their problems with ease, but their academic progress is poor.
Attendance	Poor. There is too much absence from the unit although there has been a marginal improvement of late.

Behaviour in the unit is very good and contributes positively to establishing mature and amicable relationships between adults and pupils. Pupils display a positive attitude towards the unit. The unit satisfactorily supports its pupils' personal development through its daily procedures and activities and discrete personal and social education lessons. Pupils are amiable and friendly and have good relationship with one another and teachers. Although pupils recognise the importance of coming to the unit on a regular basis attendance is well below that expected nationally.

TEACHING AND LEARNING

Teaching of pupils:	
Lessons seen overall	Satisfactory

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 teaching in the core subjects of English, mathematics and science is satisfactory overall and good in over half the lessons. Lessons are well planned and behaviour is well managed. Visiting speakers enhance lessons in personal and social education. Less successful are lessons in phonics and reading which are designed to improve pupils' literacy skills. Numeracy skills are satisfactorily catered for. Assessment is not used to inform teaching and the tasks provided are not sufficiently linked to pupils' individual needs. What has been learned is not always consolidated at the end of the lesson.

OTHER ASPECTS OF THE UNIT

Aspect	Comment
The quality and range of the curriculum	The curriculum provided is limited to English, mathematics and science and some personal and social education. It does not cater adequately for the needs of pupils, overall it is poor.
Provision for pupils with special educational needs	All pupils are on the register of special educational needs. Behavioural targets for pupils are good but attainment targets are poor.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for moral development is good, but for spiritual, social and cultural development it is unsatisfactory. Opportunities to foster development in these areas are not built into the curriculum provided.
How well the unit cares for its pupils	Staff know the pupils well, they respond positively to their welfare needs but do not do enough to support and monitor their academic progress.

The distances from which the unit draws its pupils makes the involvement of parents in the work of the unit difficult. Good efforts are made to keep parents informed about progress through regular reports. The telephone is used to communicate with parents as necessary. The curriculum is severely restricted by the accommodation, the limited time pupils attend the unit and by the lack of supporting material from mainstream schools. Sex education is not taught. Staff work hard to provide support and guidance for pupils.

HOW WELL THE UNIT IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Day to day management is good but there is currently no teacher in charge.
How well the management committee fulfils its responsibilities	There is no management committee. The responsible body works within the policy and parameters set by the local education authority.
The unit's evaluation of its performance	In the absence of a teacher in charge this is unsatisfactory. There has been some monitoring in the past twelve months by the local education authority.
The strategic use of resources	There is a limited range of resources for teaching. Those that are available are used well.

Staffing is adequate to meet the needs of the pupils attending the unit and the outreach service provided, but current staffing arrangements reduce the effectiveness of the service when teachers are absent. Administrative support is very good, but there is no additional educational support. Resources are limited and there is currently no facility to teach ICT. The accommodation is wholly inadequate. The unit is managed well on a daily basis but overall management is restricted by the context in which the unit operates. The unit seeks best value in the purchases it makes from the finance supplied. The transport of pupils is restricted by economies of scale and this in turn limits the amount of time pupils are able to spend in the unit.

PARENTS' AND CARERS' VIEWS OF THE UNIT

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The information provided. • The unit listens to their concerns. • Behaviour is improved. 	<ul style="list-style-type: none"> • More activities outside the curriculum.

The information provided for parents is now much improved and conversations with parents confirm that the unit reduces the anxieties they have about their children and their education. Inspectors agree that behaviour is much improved, but there are few extra-curricular activities are provided for pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The unit's results and achievements

1. Pupils attending the unit have varying levels of prior attainment, but when they enter their achievements are poor because they have a history of disruption and disaffection in their mainstream schools. Many have considerable gaps in their knowledge and understanding because their levels of attendance at school were poor.
2. While at the unit levels of attainment remain below those of pupils of similar age in mainstream schools and are unsatisfactory overall in comparison to national expectations. Nevertheless, pupils do make some progress during their time at the unit in English, mathematics and science and in personal and social education although the levels at which they are working remain at least one or two levels below the appropriate National Curriculum levels for their age group. This is particularly the case for pupils aged 14 to 16. Levels of attainment are rising slowly as a result of the rigid programme of work that is kept to by the unit.
3. Currently, although comprehensive information is sought from parent schools, no effective baseline of attainment is established from which targets can be set or attainment monitored. Individual education plans are not sufficiently well tailored to the needs of pupils. There are no subject specific targets and the targets set are not broken down into small manageable steps as suggested in some pupils' statements of special educational needs. The teaching is therefore not sufficiently directed to the needs of pupils and the standards they achieve and the progress they make is limited. Where pupils are registered at both school and at the unit, schools rarely provide work as requested and in some cases do not make efforts to help pupils to catch up with work missed. As a result attainment in subjects other than English, mathematics and science is poor.
4. In English, which includes the teaching of reading and phonics, the standards pupils achieve and the progress they make are satisfactory in Years 8 and 9 and good in Years 9 and 10. When pupils enter the unit, whatever their prior levels of attainment, their behaviour has often led to them being behind with their work and they have little to show for their time in school. For example in Year 8, pupils are one to two years behind their colleagues in speaking and listening, reading and writing. In Year 9, standards are similar in reading, but lower in the other areas. While in Year 10, pupils are below average in all areas of English, in Year 11 a pupil is working at levels that should lead to a GCSE pass grade.
5. Programmes of study to promote literacy and numeracy are in their infancy. All pupils follow courses in phonics and practise their reading each time they attend the centre. Writing is usually confined to the completion of worksheets and there are very few examples of extended writing in subjects other than English. Pupils speak well, they willingly respond to questions and contribute to discussions. Their range of vocabulary is good. Numeracy occasionally extends beyond mathematics, to English for example, but no evidence of calculation was seen in science. Standards achieved in literacy and numeracy, apart from oral skills, are therefore, low.
6. Although standards are below average for all pupils, the unit motivates most pupils to begin to progress, by dealing with their behaviour and allowing everyone the chance to work. Younger pupils read fiction and non-fiction, drama and poetry, sometimes haltingly, but with good comprehension. They produce a range of types of writing and are

gradually extending the amount they write. Work is sometimes untidy or spelled wrongly, but work for display is drafted and checked. In Year 10 phonics, teaching is helping one pupil with his spelling and reading. This pupil gives written opinions, researches and explains a complex idea in simple English, as well as producing lively creative writing based on personal experiences. In Year 11, a pupil investigates bias and ambiguity, and writes persuasively. Older pupils generally produce well-presented work, occasionally with the help of a word processor, and 'wizards' to help with layout. Progress, as indicated by the work seen, is satisfactory in Years 8 and 9, and good in Years 10 and 11. The oldest pupils work independently once they have been given direction.

7. In mathematics, pupils do not normally take National Curriculum tests nor external examinations in Year 11 whilst attending the unit. The limited data available indicates that standards in mathematics are well below the national average, but in line with the abilities of pupils who are generally referred to this alternative education provision. Standards on entry, based on national tests taken in the final year of primary education or towards the end of Year 9 in secondary schools, show that the attainment of pupils is well below average. Attainment is, however, broadly in line with Pupil Referral Units with similar admission arrangements and with comparable social-economic contexts. From this very low baseline, levels of achievement reached at the end of their sessional placements are satisfactory both for single and dual-registered pupils. In the light of teaching groups of less than 10 pupils in Years 7 to 9 and similar numbers within years 10 to 11, detailed analysis of standards is problematic. There are more boys than girls in the unit, but there are no identifiable differences in standards they reach.
8. Standards of work seen in class and from discussion with pupils indicate that attainment is well below average at both the end of Years 9 and 11. Unit data arising from non-standardised tests and the scrutiny of pupils' work do reflect modestly improving standards specifically in the areas of using and applying mathematics and number though, even here, standards remain slightly below national expectation. There is improvement also in both oral and listening skills and pupils across the age range are steadily developing their mathematical vocabulary. Standards in the area of shape, space and measures together with handling data, which are important elements of the National Curriculum remain well below average. There have been no significant changes in attainment trends since the last inspection.
9. Although there were some examples of good written work, the quality of presentation varies significantly. Work is generally tidy, but learning is sometimes impeded because the presentation lacks structure and so does not help a secure understanding. This is particularly the case in consolidating formulae where pupils could be encouraged to write up written as well as algebraic explanations. The volume of recorded work is also very varied and is not sufficiently monitored.
10. Pupil learning in mathematics is restricted by inadequate ICT, which does not meet the requirements of the National Curriculum, and in this respect, progress since the last inspection has been poor. The only available computer of an acceptable specification is dedicated to administrative support and can therefore be accessed by pupils only occasionally. This impacts adversely on the pace and quality of learning for all pupils and also their self-esteem and perceptions of the educational status of the unit. It also constrains the breadth of the mathematics curriculum particularly with regard to components that deal with the processing and interpreting of data.
11. A limited amount of science is taught to pupils in both key stages, though currently pupils in all years are following the same topics of study. The topics reflect the curriculum at Key Stage 3 and are mainly concerned with life processes in both humans and plants together with some health related topics such as smoking. Most pupils are working at

level three of the National Curriculum, which is below the level expected for pupils of their age groups. Attainment is therefore unsatisfactory. Pupils give simple explanations of living things such as respiration in plants and humans, they understand and use scientific terms such as pancreas, respiration and photosynthesis. They know the functions of the main parts of the human respiratory system and the way in which blood is carried through the body by veins and arteries. Some progress is being made as they learn new vocabulary and extend their knowledge, but for pupils who are dual registered there are no links with the science taught in schools and as a result progress is limited or work is repeated. Standards in written work are also unsatisfactory, because there is little consolidation of the work undertaken in lessons in written form, apart from the completion of worksheets.

12. The main aims of the unit are to improve the behaviour of pupils, to restore their self-esteem and to prepare them to return to mainstream education at the end of their time at the unit. In these aspects of their work the unit is very successful. Behaviour in both lessons and at other times is good and pupils are given good opportunities in 'focus time' to consider the consequences of poor behaviour. The non-confrontational approach taken to unacceptable behaviour by teachers ensures that lessons proceed largely undisturbed and that pupils realise the effects of such behaviour on their colleagues. There is regular discussion of behaviour in group sessions and pupils are given time to consider why inappropriate behaviour is unacceptable. Teachers and visitors to the unit give time to listen to the concerns of pupils and to their problems. Pupils like the ways in which they are treated as individuals and grow in self-esteem and confidence as a result.
13. Attainment and progress is adversely affected by poor attendance at the centre. Although most pupils are dependent on taxis to bring them to the unit and these are sometimes late in arriving, many pupils do not attend the centre as they should. For some pupils who did not attend their mainstream school at all, or who are excluded from it, the fact that they attend the centre represents a measure of progress in their attendance at school but, the overall rate of absence, particularly unauthorised absence, is too high.

Pupils' attitudes, values and personal development

14. On the whole, pupils display a positive attitude towards the unit. They recognise its ethos, aims and objectives and appreciate, to a certain extent, the importance of coming to the unit on a regular basis. The unit supports its pupils' personal development through its daily procedures and activities, and discrete personal and social education (PSE) lessons. Although the range of activities available to them in the unit is very restricted, nevertheless, pupils participate reasonably well in the learning opportunities, which are made available to them. They are also encouraged to take personal and corporate responsibility for the group in which they are placed during their attendance at the unit.
15. Teaching staff work hard to ensure that the needs of pupils are met and the unit provides good support and guidance to its pupils. The unit maintains good liaison with the range of support services, which work with pupils and their families. Generally, pupils are well supported by the unit in a safe and secure learning environment.
16. The unit successfully raises the self-esteem of its pupils with its strong emphasis on behaviour and personal and social education. It endeavours to develop pupils' sense of belonging to a community within an environment in which they feel safe and secure and through which lost self-confidence returns. In this the unit is successful. Pupils are more confident in lessons and respond well to questions, they raise issues and willingly participate in discussion in lessons in personal and social education.

17. The behaviour of pupils in lessons is the strength of the unit. They are motivated, polite and friendly and show satisfactory attitudes to learning. They answer questions and concentrate on lessons. Pupils listen attentively to their teachers without any unnecessary interruption. There were no incidents of unsatisfactory behaviour or bullying observed during the period of inspection. A pupil may sometimes become reticent and unwilling to comply with the teacher's request, but eventually accepts the instruction from the teacher without further defiance. Pupils show respect and care for the learning resources such as books and equipment.
18. Pupils' positive attitudes and good behaviour have an unequivocal effect on their attainment and personal development. The personal and social development of pupils is good. Pupils are amiable and friendly and have good relationships with one another and teachers.
19. At any time, a pupil may ask for one-to-one discussions with a member of staff of their choice. The unit also encourages its pupils to take part in other activities such as work experience, taster days in schools and special events. This has a positive effect on the pupils, as they regain their self-confidence and self-esteem and are respected by their peers and other adults for an improvement in their behaviour and attitude.
20. Attitudes and behaviour are normally good and sometimes very good. Rules of conduct are well understood and accepted by pupils as a result of careful induction and sensitive handling of individual pupils when they are under stress. Merits and sanctions are appropriately applied and are very effective. The non-confrontational approach ensures that pupils' self-esteem is maintained and staff-pupil relationships are very good. Pupils report positively on the support and understanding they receive from staff. Pupils are tolerant of the views of others and work collaboratively when required, though opportunities for this are limited. Schools to which pupils return or are placed following exclusion all comment favourably on behavioural changes, which enable pupils to learn at least satisfactorily once they leave the unit.
21. The level of pupils' attendance at the unit is poor. The rate of attendance is below the national benchmark of 90 per cent. However, when compared to the previous term, figures for the rate of attendance and the rate for unauthorised absence this term show that there has been a perceptible but marginal improvement in attendance. For individual pupils the fact that they attend the centre is an improvement upon their previous pattern of attendance at school. The unit's administrative staff marks the attendance register on pupils' arrival at the unit. Absence of a pupil from a session is immediately followed up with either the parents or pupil's mainstream school. The register conforms to the guidelines of the county's statutory requirements.
22. In matters of attendance there is a good working relationship with the education welfare officer. When a pupil is absent for three consecutive sessions, the case is immediately brought to the attention of the education welfare officer. The unit also seeks assistance from other agencies, such as social services, health services, the youth offending team, and from the psychiatric consultant, in the case of a pupil who insists on not attending the unit on a regular basis.
23. Pupils are generally punctual. Transport is provided for those who come from distant areas. Pupils behave well when a private taxi takes them to and from the unit. During their journey, they are friendly with the taxi driver, talk to one another and enjoy listening to music.

HOW WELL ARE PUPILS TAUGHT?

24. The quality of teaching is satisfactory overall. Teaching in over half the lessons is good. The only unsatisfactory teaching was found in lessons in the new, experimental course in phonics, which provided no new challenges for pupils as the levels of work were too easy and they were disturbed by interruptions from the youth club next door.
25. Teachers work hard to ensure that they are well prepared for lessons and that they have sufficient specialist knowledge to teach the subjects on the timetable. Lessons are well planned to provide interest and motivation for pupils, but this planning does not take sufficient account of the different levels of prior attainment by pupils or the contents of individual education plans. As a result the specific needs of individual pupils are not always met. Lessons are structured and contain a variety of tasks to maintain the interest of pupils throughout the lesson. For example, in a science lesson on respiration the teacher effectively used two different experiments to show progressively how oxygen is present in the air and how breathing removes oxygen and replaces it with carbon dioxide.
26. Teachers manage the behaviour of potentially difficult pupils in lessons very well and there were no incidents of inappropriate behaviour in lessons during the inspection. They have a firm but friendly approach and pupils are fully aware that they will be required to account for unacceptable behaviour in due course. Lessons therefore proceed without interruption and pupils make some gains in their knowledge and understanding of the subject being taught.
27. The best lessons give pupils the opportunity to take an active part in the lesson. This was particularly illustrated by a lesson in personal and social education on drugs, which was conducted by a member of the local police force. Pupils were encouraged to share their experiences, to be involved in a practical exercise deciding which products were potentially harmful and later to see at first hand samples of illegal drugs. In the lesson pupils' discussion was lively, they took part in the practical aspects with interest and sustained their concentration over a session that lasted an hour and a half.
28. Pupils are well supported in lessons by teachers. The presence of two teachers in the majority of lessons ensures that they effectively focus on the tasks and get sufficient support and encouragement when they are asked to complete work on their own. In this way teaching more effectively links the work pupils undertake to their prior levels of attainment. Praise is used well and pupils' self-esteem is raised as a result.
29. Only a limited amount of written work is undertaken in lessons. This is usually in the form of completing worksheets and there is very little evidence of extended writing in the work produced. Worksheets are often pitched at levels below the prior levels of attainment of pupils. Question and answers, to which pupils readily respond, are the main means by which much work is consolidated and there is little assessment of pupils' progress in relation to standards of the National Curriculum. Homework is not used to extend learning. Although systems of assessment are now in place, information is not used to plan new teaching.
30. In English, teaching in Years 8 and 9 is satisfactory overall. Although in two lessons it was judged unsatisfactory in another two it was good. In the better lessons, planning is good and the theme carried over a series of lessons. A variety of resources are planned, for example snips of video, information from the Internet, and music. These lessons engage the pupils, who ask questions and give considered opinions. Some lessons give chances for practising numeracy, for example drawing bar graphs and interpreting pie

charts in a series of lessons on autism. In lessons that are not satisfactory, planning is poor, pupils are allowed to dictate the course of the lesson, and resources are limited to worksheets and rather dry textbooks.

31. Teaching in Years 10 and 11 overall is good. In all lessons the teaching is satisfactory and in over half of them it is good. The best lessons are similar in structure to those for younger pupils, with well-resourced modules of work taken from the National Curriculum programmes of study. Clear aims to the lesson are stated and relationships are good between the teacher and pupils. The teacher encourages pupils to be more imaginative with their vocabulary in their written work.
32. Teaching is often individual, with the calm support of another teacher, and although this means more attention and ensures individual pupils make progress, the opportunities for co-operative working, and the speaking and listening part of the English curriculum, are limited. Teaching records are not linked to the National Curriculum levels and this makes information transfer more difficult between schools and the planning of work less specific. Links between day-to-day assessment and lesson planning are poor. Academic targets in individual education plans are not clear enough. This is partly due to the lack of academic information coming in with pupils, and initial assessment by the pupil referral unit.
33. The short reading sessions settle pupils when they arrive for a lesson. They also promote pupils' confidence, especially when they are offered 'real' reading such as magazines linked to their interests. The reading records, however, are not sufficiently detailed to show where or how a pupil needs to improve their reading strategies.
34. The phonics sessions are a recent innovation and have still to be evaluated by staff. They are offered to all pupils, irrespective of need. This is wasteful bearing in mind how little teaching time is available. Too much emphasis is put on learning the vocabulary of phonics teaching rather than the applications.
35. Literacy is practised in other subjects than English. For example, in science lessons pupils sometimes have to write up experiments. Texts are also used, for example from history, to encourage comprehension skills.
36. Teaching and learning in mathematics is at least satisfactory and occasionally good in both key stages. Lessons are carefully planned and work is progressively being correlated more towards the expectations of the National Curriculum. The content of lessons is normally structured to build on previous learning for pupils placed solely at the unit. For dual-registered pupils who retain a mainstream place, continuity of curriculum planning is often weak and is not reviewed. Teachers know their pupils well and, although there are few examples of specific mathematical targets in the individual educational plans of pupils, teachers are able in the main to identify and comprehend the misconceptions of pupils. A relatively narrow range of teaching styles was observed during the inspection period, but pupil learning benefited from careful and focused questioning, for example in work undertaken on number patterns. Individual pupil support is good and relationships with pupils are positive and contribute to effective learning. This was particularly evident in a lesson where one pupil had missed breakfast and was finding concentration difficult. The teacher was sensitive to this and was able to re-focus the pupil on the work in hand. Consolidation and practice are usually accompanied by the acquisition of new knowledge and skills and so pupils make progress, for example in the creation of formulae for defining the area of irregular shapes. Insufficient attention is given to the needs of pupils within mixed aged groups and the need to tailor lessons to the academic requirements of individual pupils, particularly within Years 7 to 9.

37. In the best lessons, the teacher radiates an enthusiasm for the subject, for example in a lesson on the 'New York Cop', an applied health and safety exercise. This encouraged pupils to recognise and construct a simple relationship using two variables leading to the creation of an algebraic expression. Similarly, good teaching impacts positively on learning where pupils are fully involved during initial presentations, a brisk pace is maintained and where the teacher sets realistic timed tasks that are well matched to individual needs. This was observed for example in the use of simple apparatus examining perimeter / area relationships. Skilful questioning during such exercises deepened and consolidated pupil awareness of the need to look for appropriate mathematical relationships. On such occasions, pupils relate to the teacher in a studious way and the teacher's ability to understand any difficulties they experience ensures that progress and learning are well promoted.
38. In less successful lessons, the influence of the teacher on pupils' learning is diminished because the explanations and discussions are too limited to clarify points of confusion or the initial aims and purposes of lessons are not made sufficiently explicit. A lack of pace and challenge can follow because the explanations have to be given again on an individual basis. This occurred during work on producing simple mathematical formulas and resulted in there being no time for a review of what had been learned at the end of the lesson. More use of 'focus time' to undertake the key features of learning in lessons should be considered. Similarly, there are a few occasions when individual support slips into working for the pupil.
39. In science pupils benefit from the efforts of a non-specialist teacher to make lessons interesting and to provide scientific apparatus from private sources to demonstrate the main principles involved. Teaching is always satisfactory. Lessons are well planned and structured and pupils are well motivated and encouraged to take part through responding to questions and providing explanations. As a result pupils make some progress. Their scientific vocabulary increases, they consolidate previous work and gain more detailed knowledge of the way the human body works. The delivery is clear, though the pace a little slow and good support is provided to individual pupils to help them understand the work. Relationships in lessons are good. Pupils are well managed though they are not encouraged to take part in experiments. Worksheets are used to consolidate learning, but these are not always appropriate to the levels of attainment of pupils and, although aims of the lesson are made clear at the beginning, there is no summary of what has been learned at the end of the lesson.
40. In personal and social education the unit makes effective use of visitors to teach or be involved in lessons. The lessons seen were well taught. The presence of visitors stimulates discussion and involves pupils more actively in the lessons especially when practical activities and simulations are introduced into the content of the lesson.

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

41. The curriculum is poor and is a significant weakness of the unit. It does not provide enough time or a wide enough range of subjects. It is not linked to pupils' mainstream experience in Years 8 and 9 and it does not prepare pupils well enough for work or further education in Years 10 and 11. The curriculum provided is severely limited by the accommodation. It has deteriorated since the last inspection with the removal of ICT and physical activities.
42. The unit does not fully follow the local education authority's guidelines on curriculum, in part due to the constraints of accommodation and the difficulties with transport. Only English, mathematics, science and personal social and health education are taught. The

curriculum lacks ICT, some humanities, access to aesthetic and practical experiences, some opportunity to engage in planned physical activities and the chance to acquire relevant skills. Sex education is not taught although this is a statutory requirement. There is an emphasis on improving literacy through separate reading and phonics sessions, but there is insufficient targeting of the pupils who benefit from this.

43. Pupils who are on the roll of both a mainstream school and the unit, especially those in Years 8 and 9, have only 5 hours per week of teaching, and spend the rest of their time in mainstream school. Timetables for these pupils are not co-ordinated with those of mainstream schools so that some pupils do not get their full entitlement to the National Curriculum, for example in design technology or physical education. Pupils excluded from schools have 10 hours teaching, but this is their only education. For those in Years 10 and 11 there are no funded college courses, no community service and work experience is limited. There is no structured careers education although there is information in the unit, and all pupils have careers interviews and a contact name.
44. There are subject policies for English, mathematics and science and there are clear schemes of work based on the National Curriculum programme of study in all three subjects. Schemes of work, for example science, change with the teacher, and tend to be based on the National Curriculum for Key Stage 3 even though some of the pupils are in Key Stage 4. The teaching day is very concentrated with no break in the half-day for pupils and only 15 minutes' break for staff between the morning and afternoon sessions. Although this cuts supervision time, it does not provide staff with non-contact time when it is most needed. Teachers are skilled at making the transition between subjects, with the same pupils in the same room.
45. Emphasis at the unit is on improving pupils' behaviour and moral attitudes, and it does this well. Each teaching session begins with a short period designed to help pupils share their problems. Staff are good role models, and displays in the teaching area reinforce behaviour as do incidental opportunities in lessons. There are few spiritual references in the curriculum. This is due partly to the lack of subject teaching where this is traditionally found, for example in art, geography and music. The very small teaching groups also make it difficult to construct opportunities for social education. Considering the short teaching hours for individual pupils, there are not enough opportunities given to them to take part in activities in the community outside lesson time, for example cultural visits or sport. While the personal social and health education curriculum allows pupils to share their own attitudes and beliefs, there are no multicultural experiences in the curriculum, and very few resources to extend pupils' view of the world.
46. Dual-registered pupils are expected to bring work with them from their mainstream schools, but this is not working well. Where work is sent, it is sometimes dull and repetitive, because progress is not checked and new targets not set. Such work disadvantages pupils who would otherwise have more challenging lessons.
47. Equality of access to opportunities provided within the curriculum is satisfactory. Groups are mixed with no gender bias or differentiation on ethnic grounds.
48. Day to day management and leadership of the subjects are satisfactory. Schemes of work have been recently revised and are steadily evolving. Cross-curricular policies for literacy and numeracy policy are beginning to be implemented but there is a need to balance the overall curricular and behavioural aims and targets for pupils attending the unit.

HOW WELL DOES THE UNIT CARE FOR ITS PUPILS?

49. Teachers know individual pupils very well and clear, concise and accurate pen-portraits, which are regularly updated, are held by staff within the unit. The monitoring of personal development and attendance is good. There are detailed records of pupil behaviour, both in terms of base-line assessment when pupils enter the unit and via personal and social plans that are well communicated to those with a relevant interest in the progress of the pupil. Attendance is monitored appropriately with satisfactory communication involving home and school and good liaison with transport contractors. Unexplained absences are promptly followed up with relevant agencies. Links with other professional agencies including health, social services, careers and education welfare are well established and recording systems are both clear and efficient. Although attendance has improved marginally since the last inspection, insufficient focus has been given to developing and implementing strategies for improving attendance. The perception of feeder schools visited during the inspection is that the impact of the unit in this area is limited.
50. Behaviour in the unit is very good and contributes positively to establishing mature and amicable relationships between adults and pupils, both within and beyond the confines of the unit. Pupils uniformly report that instances of bullying are dealt with well by staff at all times. There is a tolerance of the views of others and pupils engage in extended reflective thinking as a result of a well-developed and implemented personal and social education programme and well-planned 'focus time' at the beginning of sessions. This was particularly evidenced in work undertaken on the subject of autism and also discussion activities based on truth and fiction. Staff supervision is low key but effective and pupils are well supervised both during and outside formal lessons. There are no health and safety concerns beyond toilet provision, which has to be shared with other users of the building (including adults) in which the unit is located.
51. The important objective of the unit is well supported by the unit's strong emphasis on behaviour management and bullying. Its behaviour policy, which also incorporates the statements on bullying, is applied consistently to each and every pupil attending the unit. The monitoring of pupils' behaviour and attendance is carried out efficiently to maintain the ethos and aims of the unit. Satisfactory behaviour and attainment are recognised and rewarded. Rewards are in the form of merits (which are proudly displayed in the teaching area), positive feedback, recognition and privileges. Pupils appreciate the reward certificates, which they receive for good work, positive attitude and exemplary conduct. Procedures for following up pupils' unsatisfactory behaviour and attendance are applied effectively. In the case of unsatisfactory behaviour by a pupil, such as failure to show respect for others, sanctions applied in the form of de-merits or a withdrawal of privileges. In an exceptional case, a pupil may be sent home and the parents notified.
52. There is a nominated child protection officer, but there are no published guidelines for reference by staff working at the unit and the current lack of a teacher in charge means that at the moment there is no teacher specifically responsible for the special educational needs of pupils.
53. The assessment and monitoring of pupils' academic performance is not effective and does not currently inform teaching strategies or the need to tailor educational programmes to the needs of individual pupils. In part, this stems from the aims of the unit, which are principally concerned with behaviour management. Current schemes of work are of recent origin and are the product of the initiative of individual teachers who may not continue to be based at the unit. This is problematic for whole-unit monitoring of academic progress in core subjects. Individual educational plans now record base-line information in terms of overall levels of attainment in core subjects and some other

subjects of the curriculum. These are not, however, broken down to indicate particular strengths and weaknesses or to provide specific, short-term, attainable targets for attainment. Consequently, teaching effectiveness is reduced.

54. The unit undertakes some base-line assessments of its own including numeracy assessment, an assessment of spelling ages and word recognition tests. Staff recognise the limitations of these tests and are working in liaison with educational psychology services to introduce more relevant measures of pupil performance. In all subjects, insufficient use is made of data held by parent schools on the performance of their pupils as a means of maximising the effectiveness of lessons. The current marking policy is inadequate: it does not enable the unit to match performance to the levels of the National Curriculum. Work is generally promptly marked but comments do not draw together links with previous and planned work nor set targets which would enable pupils to take more responsibility for their own learning and progression. A new marking scheme is to be introduced during the Spring Term 2001.
55. Outreach and re-integration arrangements are good. The unit is the focus of outreach support for pupils of both primary and secondary age attending schools throughout South Lincolnshire. This support, which forms part of the work of the unit, is highly regarded by both primary and secondary schools and is targeted at pupils who are at Stage 3 of the Code of Practice for pupils with special educational needs.
56. The support is very effective. As a result of excellent partnerships being developed between outreach teachers, schools and parents, inappropriate behaviour is addressed at an early stage and pupils are given support when they return to mainstream education. Information from schools and parents indicates that the outreach service intervenes successfully, especially during primary years, with the result that significant proportions of pupils return to Stage 2 and are able to subsequently make successful transitions into secondary education subsequently, without the need for continuing external support.
57. At present, pupils attending the unit have the same cultural heritage. They have equal access to the opportunities available at the unit. Equality of opportunity within the unit is satisfactory overall. The provision made for pupils' personal, social and health education, including drug awareness, is satisfactory. Pupils benefit from all aspects of the limited curriculum, which is available to them. Relationships within the unit are good and practice contributes to the development of their self-esteem, and their ability to accept limited responsibility and the need for self-discipline.
58. Teaching staff work hard to ensure that the needs of pupils are met and the unit provides good support and guidance to its pupils. The unit maintains good liaison with the range of support services, which work with pupils and their families. Generally, pupils are well supported by the unit in safe and secure learning environment.

HOW WELL DOES THE UNIT WORK IN PARTNERSHIP WITH PARENTS?

59. Since the last inspection, the unit has made conscious efforts to improve its links with parents and to inform them about the progress of their children on a regular basis. The unit's partnership with the parents is strong. Even before pupils start attending the unit, the parents are well informed about the unit's life and work. The unit makes purposeful efforts to involve parents in what it is trying to achieve for its pupils, and considers parental contributions as essential and important.

60. Telephone conversations with, and visits from parents during the inspection, indicate that parents are pleased that the staff of the unit are approachable and helpful, resulting in a strong, positive link with the teaching staff.
61. The partnership with parents is strong, assured and purposeful. Although in the pre-inspection questionnaires, a parent expressed concern about levels of information received, the inspection team found that parents are kept well informed especially about the progress of their children. They are provided with detailed and comprehensive reports each month, giving details of targets met and the information about the new targets to be achieved. All such reports include both the positive and negative feedback. Although the unit has no rigid policy on homework, two parents who returned the questionnaire, maintain that pupils do not get enough work to do at home. A further two suggested that there are no interesting activities outside regular lesson periods. Inspectors concur with these views.
62. The unit maintains good and regular communication with parents. They are well informed through formal and informal meetings. The unit makes good use of the telephone to invite parents to attend meetings or makes a home visit at the request of the parents and so overcomes the problems of parents who live some considerable distance from the unit. This informal and accommodating approach has established a very good rapport between all the parents of the pupils attending the unit and the unit itself. Many parents provide verbal reports of their satisfaction. By listening to all such parents and their views, the unit has been able to effectively share information and experiences and improve the service available to them and their children.
63. Parents are appreciative of the fact that they can approach the unit to talk with the staff, and are reassured that, when they raise issues, they will be dealt with promptly, with care and sensitivity. The unit also consults parents, schools and other outside agencies on a regular basis and involves them in the decision making process about the pupils.
64. The unit publishes a clear and concise introductory pack for parents and pupils as well as a handbook for those parents who have secured a place for their children. Both the introductory pack and the handbook contain important information, such as letters of introduction from the unit manager, a map of the location, the unit's rules, guidance for making good choices, a copy of the timetable, guidelines on the employment of children and a partnership agreement. The agreement lists the commitments, which the parents and the unit undertake to discharge. However, the agreement relates only to broad guidelines. It does not identify precisely what is expected in terms of levels of behaviour, attendance or attainment.
65. Reporting both to schools and parents is regular and satisfactory, but it places emphasis on behavioural aspects of personal social plans that are revised on a monthly basis rather than academic progress communicated via individual educational plans which are reviewed on a termly basis.

HOW WELL IS THE UNIT LED AND MANAGED?

66. The unit operates within the context of the Local Educational Authority's (LEA) arrangements for Education Otherwise and the constraints of current policies for the organisation of pupil referral units. There is no management committee. As a result the strategic management of the centre is the responsibility of the Emotional Behaviour Support Service (EBSS) of the LEA. Currently there is no teacher in charge of the service provided in South Lincolnshire. There is, however, a unit manager who is responsible for the day to day organisation of the unit and she does receive formal help and guidance from a colleague in another part of the county.

67. The arrangements made by the LEA for the context in which the unit operates are currently having an adverse impact on the curriculum offered, the facilities that are available and the way the service, including outreach work, operates in South Lincolnshire. These constraints place considerable restrictions on the way the unit is organised and the teaching it offers.
68. Day to day management of the unit is good. It runs efficiently. The daily programme for pupils is well organised and sufficiently flexible to make any necessary changes to accommodate such items as enforced closures of the building, visiting speakers, additional sessions for pupils and other emergencies. These arrangements are supported by clear documentation of the daily timetable and an indication of which pupils should be in the unit at a given time. There is very good administrative support for the work of the unit, particularly in relation to the production of documents and reports, financial accounts, reception duties, contact with parents and schools and the following up of absence. Financial controls and records are good and the unit seeks to obtain the best value for money in all its purchases. The lack of a teacher in charge, however, prevents an appropriate division of responsibilities. This overall good support ensures that the two teachers operating in the unit can devote all their time to teaching and supervising the pupils.
69. A useful staff handbook guides the work of the unit. It contains information about administrative procedures, pen sketches of the pupils in the unit, schemes of work for English, mathematics, science and personal and social education, all unit policies, systems of reward and procedures to be followed when pupils become difficult. There is a new introductory document for parents, which indicates the aims of the unit, but no overall prospectus.
70. The unit has an established policy relating to equality of opportunities. It makes suitable provision for pupils from a wide range of backgrounds. However, the unit's approach, and application of the policy, is not sufficiently defined at present, because of the absence of pupils from any ethnic minority group. A teacher from the unit has recently attended a course on equal opportunities.
71. Statutory requirements to provide a curriculum statement for pupil referral units and to indicate the provision made for education otherwise than at school are met by the LEA, which also provides support for the unit through its team of advisory staff and reviews of the work of the unit, on a regular basis. Until this term reports from the unit manager and teacher in charge have been provided for the LEA as required, but there has been no monitoring of the work of the unit this term because of the lack of a teacher in charge. Although there are no formal admission criteria for entry to the unit, there are agreed procedures that are understood and followed by both the LEA and schools. The arrangements whereby the unit provides a service for both pupils who enter the unit and outreach work in both primary and secondary schools, which helps to prevent entry to the unit and supports pupils when they return to mainstream education, is good. It falls down, however, when there are staff absences in the unit. Outreach teachers provide cover for absent unit staff and thus pupils in mainstream education lose this support and pupils in the unit have a variety of teachers, which adversely affects the stability of the education provided in the unit.
72. Much progress has been made since the last inspection to improve communications with parents and with mainstream schools. Many parents live some distance from the unit and do not visit except when pupils are admitted, as physical links are difficult. As a result the unit has developed a comprehensive system of reports to parents that are sent on a monthly and termly basis. Extensive use is made of the telephone. As a result

parents confirm that the unit keeps them well informed about the progress of their children. The unit seeks comprehensive information from parent schools when pupils are admitted to it and responds with informative records when pupils return to mainstream education. It works very closely with schools in respect of targets set for pupils in personal support plans but does not work as effectively in respect of attainment targets in individual education plans. As a result where pupils are registered at both the school and the unit these targets can be incompatible.

73. Progress since the last inspection has also been made in the development of an effective system of pupil records. This enables pupils to be monitored closely during their time in the unit. The assessment information included in these records is not, however, used effectively to plan the curriculum for pupils or inform teaching. There is still no overall baseline assessment for pupils when they enter the unit and so individual programmes of work are not tailored sufficiently to the needs of pupils.
74. Development planning has also been improved and there are helpful proposals for the future. However, in accordance with LEA policy, these plans are not linked to future financial planning.
75. The unit is adequately staffed in accordance with the policy of the LEA, but there is no longer any non-teaching educational support for pupils. Staff are experienced in the work they undertake but, they are not subject specialists and do not have sufficient expertise to teach a wide variety of subjects beyond English, mathematics and science. Although funding has been provided for staff development, there has been too little training in the subjects of the National Curriculum. This limits the curriculum that can be offered to pupils.
76. Resources are adequate for the core subjects, but are limited in number and, as in mathematics, the range of resources inhibits opportunities for homework and narrows the curriculum that can be offered. Only recently has the unit been able to afford appropriate new books for English. These include a range of reading books suitable to the age, ability and interests of the pupils at the unit, especially plays and poems to support the scheme of work. There is no library as such and books are not borrowed. Funding for outings, for example, theatre visits for set plays, is not available. There remains an over-reliance on commercially based work sheets. Apparatus, for example in science, has either to be constructed by unit staff or borrowed from neighbouring schools or colleagues.
77. There is a good collection of private video-tapes which are used effectively, but there are no resources for art, design and technology, geography, modern foreign languages or music. More importantly there are no computers of an appropriate standard in the unit. This represents a decline in provision since the last inspection when ICT was a strength of the curriculum.
78. Of serious concern is the accommodation provided. At the time of the last inspection it was regarded as wholly inadequate and this remains the case. The one teaching room, though spacious, does not allow more than one key stage group to be taught at one time and the refusal of the Youth Club, who own the building, to make the gym area available for physical activities has removed another subject from the curriculum. Teaching is sometimes disrupted by noisy activity from the members of the youth club, for example in English lessons, while the letting out of the room used for teaching to other organisations in the evening results in the removal of resources to areas of safe storage each evening. There are no small rooms for private conversations with parents or others, or places to which individual pupils can be withdrawn if the need arises. Toilets are shared between pupils, staff and members of the youth club. This is not an acceptable arrangement. In

respect of accommodation the LEA has failed to respond sufficiently to the previous inspection key issue.

79. Inappropriate accommodation severely restricts the curriculum that can be offered to pupils. There is insufficient breadth or balance and a lack of physical or creative activities. The time pupils spend in the centre also limits what can be taught. This time is dictated by the need to provide transport for the majority of pupils and to ensure that financial economies of scale are observed. As a result most dual-registered pupils usually spend only five hours in the unit and pupils excluded from school ten. These time limits adversely affect the time for which subjects can be taught. While the unit concentrates on, and is successful in improving the behaviour of pupils, it does not take sufficient steps to tailor the curriculum to the particular needs or stage of attainment of pupils. The attainment targets in individual education plans are too vague, they are not linked specifically to subjects and there are no timescales for achieving these targets. Although a policy exists, sex education is not taught, though drugs education is a part of personal and social education lessons. Parent schools do not link closely enough with the unit to provide work or support the work of the unit for pupils who are registered at both school and the unit. The curriculum available for pupils is poor.
80. Despite the poor quality of the curriculum the unit is very successful at modifying the behaviour of pupils; it restores much of their self-esteem and self-belief. The teaching is usually satisfactory and often good and the unit makes every effort to provide additional activities such as work experience, taster days or managed moves before return to school as required. It is successful in re-integrating pupils into mainstream education and the outreach service it provides prevents many pupils entering the unit. Local headteachers speak highly of its work in supporting pupils in mainstream education and providing advice to both schools and parents. Although the curriculum is inadequate, in terms of the number of pupils the unit supports in both the centre and through outreach work it gives satisfactory value for money.

WHAT SHOULD THE UNIT DO TO IMPROVE FURTHER?

81. In order to improve the education provided for pupils in the unit, managers and the LEA should:

- (1) Provide suitable accommodation for the unit.
Paragraphs 41, 42, 78, 79
- (2) Provide a more appropriate curriculum for pupils that:
 - Provides greater breadth to the curriculum available and closer links with mainstream schools.
 - Tailors the curriculum more closely to the individual needs of pupils.
 - Incorporates sex education.Paragraphs 10, 32, 36, 41, 42, 45, 67, 75, 78, 79
- (3) Ensure that attainment targets in individual education plans are precise, attainable and subject specific.
Paragraphs 3, 25, 32, 72, 79
- (4) Make greater use of assessment information to inform teaching and plan the curriculum for individual pupils.
Paragraphs 29, 32, 53, 72, 73

In addition to the above, managers and the LEA should seek ways to improve the level of resources, in particular the provision of equipment for ICT and the levels of attendance..

Paragraphs 10, 13, 21, 30, 41, 42, 45, 49, 76, 77

INTEGRATION

82. The unit operates within the wider service of the EBSS, which incorporates an outreach service managed by the teacher in charge of the unit. This outreach element of the work of the service is very successful and valued by both primary and secondary schools in which support is provided. Outreach work successfully prevents many pupils entering the unit though individual support provided for pupils in school, advice to teachers in schools and discussions with parents. Equally it provides support for pupils who have returned to mainstream schools following a period of time at the unit. It monitors the progress made and helps pupils to return to normal school life.
83. The unit aims to re-integrate pupils into mainstream education at the earliest opportunity and, with the help of the outreach service and the co-operation of schools, does so successfully. Few pupils spend more than sixth months in the unit. Regular reviews of progress lead to the decision to seek re-integration and the unit uses a variety of methods such as 'taster days' or 'managed moves' to ensure that pupils are re-integrated into schools as soon as is appropriate. Managed moves successfully place pupils excluded from their parent schools back into mainstream education or give them a period in a school other than their own before returning to their parent school.
84. Outreach work makes a significant contribution to the successful re-integration of pupils by; providing support and counselling for individual pupils, monitoring their progress and liaising with the unit for as long as is required. Not all pupils re-integrate successfully. For some, gaps in their programme of work or their inability to maintain their improved behaviour results in some returns to the unit or to truancy from school. However, the unit continues to support local pupils after they have left statutory education as was indicated by one former pupil who returned to the unit during the inspection and most former pupils admit that in time they have benefitted from their time in the unit.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	29

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	55	30	10	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.
N.B. One lesson conducted by outside speaker, not graded for teaching =5%

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	5
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	0

Attendance

Authorised absence		Unauthorised absence	
	%		%
Unit data	9	Unit data	38

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	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	16
Any other minority ethnic group	0

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: Y 7 – Y 11

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	8

FTE means full-time equivalent.

Education support staff: Y 7 – Y 11

Total number of education support staff	0
Total aggregate hours worked per week	0

Financial information

Financial year	1999/2000
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	£
Total income	4689.18
Total expenditure	4689.18
Expenditure per pupil	293.1
Balance brought forward from previous year	0
Balance carried forward to next year	0

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	16
Number of questionnaires returned	5

Summary of parents' and carers' responses

Parents returned only five questionnaires and no parents attended the parents' meeting held prior to the inspection. During the inspection conversations were had with the parents of two pupils currently at the unit. Both parents expressed considerable support for the work of the unit in improving the behaviour of pupils and in addressing the concerns of parents about the education of their children. They were well informed about progress and felt that they could contact the unit at any time and be listened to. The returned questionnaires supported the work of the unit but two expressed concern at the lack of homework.