

INSPECTION REPORT

PENDLE TUTORIAL UNIT

Nelson

LEA area: Lancashire

Unique Reference Number: 119110

Headteacher: Mrs. G. B. Laycock

Reporting inspector: Dr. Jean Whittaker
T12314

Dates of inspection: 19-21 January 1998

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Information about the Pupil Referral Unit

Name of PRU	Pendle Tutorial Unit
Age range of pupils	R to Year 6
Gender of pupils	Mixed
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Appropriate authority:	Lancashire
Name of chair of management committee:	Mr Stuart Jackson

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PART B: INSPECTION DATA

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Main findings

1. The Pendle Tutorial Centre has a positive ethos. The caring attitudes of all adults working in the unit ensure that very good relationships exist and these are strengths. Other strengths are the consistently good teaching and the highly successful attendance rate. The very good liaison with mainstream primary schools established by the permanent outreach teacher and subsequent rates of re-integration are valued. The accommodation is attractive and kept very clean.
2. Generally, attainment is below national averages in the core subjects of English, mathematics and science and in most other subjects. There are, however, examples where individual pupils are achieving national expectations. In the later years of Key Stage 2, some pupils' attainment in reading is good. Taking into consideration their learning difficulties, pupils with special educational needs attain satisfactory standards.
3. Academic progress at Key Stage 1 is always sound in all subjects except information technology (IT) and history where no teaching or learning was observed. In nearly a third of lessons progress is good. Generally at Key Stage 2, academic progress is good but, in a small minority of lessons, the disruptive behaviour of individuals determines that little, if any, progress is made. In both key stages, progress in IT is unsatisfactory because pupils do not have access to modern computers and up-to-date software.
4. In English pupils make satisfactory progress and by the end of Key Stage 2 they are able to identify and give examples of nouns, adjectives and verbs. Creative writing is imaginative and pupils use vocabulary books for spellings. Speaking and listening, encouraged in all subjects, are sound throughout the unit and pupils express themselves with growing confidence. Pupils use books well and some are fluent readers. Pupils with special educational needs make satisfactory progress, commensurate with their abilities. The unit's provision for literacy is sound. English takes place daily. The time is sufficient and used well. All pupils have equal access to the English curriculum.
5. Taking the low starting points, when pupils enter the unit, into consideration most pupils make satisfactory progress in mathematics. This includes pupils with special educational needs. In half of the lessons it is good and the highest attaining pupils are on course to match national averages at Key Stage 2. Their number skills and concepts are good. Older pupils develop strategies for solving problems and they can use mathematics in other subjects. Generally, pupils' attitudes are positive though inconsistencies in behaviour affect progress. Mathematics is taught daily, the time allocated is sufficient and used well. All pupils have equal access to the mathematics curriculum. The unit's provision for numeracy is sound.
6. In both key stages, pupils make satisfactory progress in science. They use scientific vocabulary well and accurately. The drawings and recorded statements of older pupils show clear gains from the work undertaken by younger pupils. They are interested and enthusiastic. Pupils with special educational needs have equal access to the

science curriculum and make progress commensurate with their abilities.

7. The curriculum is broad, balanced and relevant. All national curriculum subjects and RE are taught. History and geography alternate on a termly basis. The foundation subjects are taught through a cycle of themes and topics. Many opportunities are made for pupils to learn outside the unit. Provision for PE is good and all but one pupil can swim. Provision for pupils' arts education is made formally in music and art. Plays at Christmas, visiting players, dancers and musicians widen pupils' experience and opportunities. All pupils have access to the whole curriculum and standards are good.
8. All pupils have individual education plans (IEPs). Progress in relation to behavioural targets recorded in these plans is good. The Code of Practice, however, is not being implemented fully because rarely do IEPs contain education targets.
9. Generally, behaviour is satisfactory and fulfils the high expectations that all adults have of pupils. Disruptive behaviour is never condoned and, when it occurs, teachers and SSAs respond quickly. Pupils respond positively to the caring and positive ethos of the unit.
10. Attendance is excellent and punctuality is good.
11. The quality of teaching is always satisfactory. In three quarters of lessons it is good and, in over a tenth it is very good. The SSAs make a valuable contribution to the quality of teaching. Teachers are experienced and have a good knowledge of how primary school pupils learn effectively. They demonstrate good practice. They have good knowledge of the emotional and behaviour difficulties experienced by their pupils and have strategies to help them cope successfully.
12. The most successful lessons challenge all pupils. The pace is good, learning objectives are clear and academic expectations are high. Teachers and SSAs have strategies to keep pupils on task and to improve their concentration.
13. Teachers and SSAs plan their work together effectively. The quality of short, medium and long term plans including the unit's development plan, is not satisfactory. Generally, the unit's documentation needs completing in more detail. Co-ordinators for most of the foundation subjects have not been identified. When these have been allocated, non-contact time will be necessary for them to undertake their roles. In addition the monitoring of the curriculum, assessment, recording and reporting is not undertaken systematically and on a regular basis. There are no formal appraisal procedures to evaluate the effectiveness of all who work in the unit.
14. The spiritual needs of pupils are provided for in the daily life of the unit. The daily act of worship is Christian and pupils plan and take part in them. Time is given for reflection. RE lessons cover other faiths and cultures, for example, Buddhism and the Chinese New Year. Circle time, which allows pupils and adults to raise any matters of concern, enhances pupils' spiritual, moral and social development. Some pupils know the difference between

right and wrong. High expectations of behaviour are common throughout the unit. Pupils know their behaviour targets and are encouraged to keep to them.

15. Provision for pupils' support and welfare is good and is undertaken effectively by all the unit's staff including the transport escorts. The caring approach is consistent and praise and encouragement are used whenever possible. There is no formal child protection policy but all staff are vigilant and refer any incidents to the headteacher. The LEA Child Protection Committee procedures provide guidance. The unit is successful in promoting pupils' health safety and general well being. Pupils' personal files are not kept secure.
16. Partnership with parents is developing effectively. Parents appreciate the unit's open door policy and there is sufficient accommodation for confidential meetings. Links with the community are limited though the headteacher has made many efforts to gain support from business and charities. Links with local schools are good and valued.
17. The headteacher provides effective leadership. All staff are encouraged to contribute to decision-making. The headteacher leads by setting a good example adopting a calm, positive and supportive approach. She is supported by two senior, experienced colleagues, one of whom is acting deputy headteacher. Many changes have taken place during the last two years and these have been managed sensitively and effectively. The headteacher is supported well by the other non-teaching adults who form the unit's team. Additional support is given by the Management Committee which was established relatively recently by the LEA. The respective roles and responsibilities of the LEA and the Management Committee are not yet defined.
18. The LEA pupil referral service (PRS) commenced in September 1997 and will continue to exist when local government is reorganised in April 1998. It has published a curriculum policy, set out admission and discharge criteria and has appointed Area Team Leaders to co-ordinate the work of groups of PRUs. Until the arrangements are implemented effectively the role of the LEA is weak. Systems for monitoring the unit's curriculum and its cost effectiveness are also weak.
19. Teachers' and SSAs' qualifications and experience are appropriate and meet pupils' needs. They have generic job descriptions which are not specific to the unit. Teachers, SSAs and other adults working in the unit are deployed appropriately and effectively. The permanent outreach teacher gives valued and effective support in mainstream schools. Currently she is assisted by a supply teacher.
20. Generally, the resources are adequate and there is evidence that new books and equipment have been purchased. The LEA is responsible for funding major items and insufficient investment in modern computers and up-to-date software is limiting the curriculum overall and also pupils' progress in IT.

Financial control is secure. Along with the headteacher, a very good secretary takes an executive role in monitoring the budget. The inspectors judge that the unit gives satisfactory value for money.

Key issues for action

21. To further the standards of work and the quality of education provided, the LEA should:
 - identify the respective roles of LEA and the Management Committee and give advice and guidance so that the committee operates efficiently.
 - establish procedures to monitor the cost effectiveness and the education provision of the unit.
 - provide the finance necessary to increase the number and improve the quality of computer provision.
 - implement an appraisal system for the unit which includes more precise job descriptions.

1. The headteacher of the Pendle Tutorial Centre, assisted by the LEA, should:
 - implement the Code of Practice fully by including education targets on pupils' IEPs, to inform planning and enable pupils to make suitable academic progress.
 - appoint co-ordinators for all subjects.
 - review the unit's planning and documentation. In particular, set priorities and give costings in the unit's development plan.
 - ensure that standards in IT are improved and the computers are replaced.
 - establish formal systems for monitoring the curriculum, assessment, recording and reporting and implement these on a regular basis.

Introduction

Characteristics of the pupil referral unit (PRU)

1.The local education authority (LEA) established a pupil referral service (PRS) to operate from September 1997. It aims to provide a range of services for pupils aged 5 to 16 years and who have emotional and behavioural difficulties (EBD). The work of the PRS provides wider support for pupils in mainstream schools who may be at risk of exclusion. This outreach provision forms part of the inspection. The PRS provides in-service training (INSET) to centres, when it is requested.

2.The Pendle Tutorial Centre is part of this service. It makes full-time educational provision and prepares pupils for re-integration into mainstream schools. The unit provides short-term places for up to 24 pupils. Currently, there are 11 boys on roll. Pupils attend the unit on a full-time basis

3.The headteacher took up her post in September 1997, previously, having been in an acting capacity. She is supported by three qualified teachers, one of whom is acting deputy headteacher. A new appointment will join the unit after Easter. The acting deputy headteacher applied for the post but was unsuccessful. She intends to undertake further education and training to join the education psychology service. The two other teachers joined the centre at the beginning of this term, one as a supply teacher and the other as a permanent appointment.

4.The teachers are supported by special support assistants (SSAs) all of whom have NNEB qualifications, one in each classroom. A part-time secretary, a caretaker and cleaner, a welfare assistant and a catering assistant are part of the team. The unit supports a number of temporary outreach teachers and assistants, working with statemented children in mainstream schools. Their work is co-ordinated by a permanent outreach teacher who liaises with and is on the staff of the unit. She has an assistant who is a supply teacher.

5.The unit teaches the national curriculum and religious education and follows the LEA curriculum policy and guidelines. A daily act of Christian worship is held and contributes also towards pupils' personal, social and cultural development.

6.Parental support is 'a developing strength'. Initially, when pupils are recommended to join the unit, parents are angry, disillusioned and upset. Outreach staff are responsible substantially for this liaison. The unit operates an 'open door' policy and keeps in touch by telephone, pupil reports, termly newsletters, home/unit diaries, home reading, open afternoons and social events.

7.Some pupils are awaiting a suitable placement in a special unit or school. The range of time a pupil stays in the unit is from six weeks to two years depending on individual needs. The outreach organisation provides very good guidance for early intervention and prevention of behaviour problems. Good relationships are fostered by the permanent outreach teacher with the schools for the ten pupils who are supported. Regular contact with the support assistants ensures targets are set and reviewed to meet the individual needs of the

pupils. The outreach teacher was observed to integrate successfully pupils, who need support, with year 5 pupils in circle time activities. She undertakes all re-integration of pupils, reviews and liaison work with mainstream schools highly successfully.

8.The aim of the unit is to support EBD pupils providing short term intervention so that pupils may be re-integrated into mainstream schools as soon as possible. Much of the work of the unit focuses on building pupils' confidence and self-esteem. Teachers and other adults work to ensure that the transition into schools is smooth so that pupils are able to cope with full-time education in schools successfully.

1.The intention of the LEA and the Pendle Tutorial Centre is to keep the time spent in the unit to a minimum. There are, however, variations in the length of time pupils attend the unit.

2.Distribution of pupils by year group on entry to the PRU

January 1995-97

Year Group	R	1	2	3	4	5	6
No of Pupils		5	3	10	4	1	8

33. Length of Stay at the PRU

Year	1 term or less	1-2 terms	2-3 terms	More than 1 year
1995/96	7	4	5	1
1996/97	5	2	2	6

34. Record of Successful Integration

Year Group	To mainstream		To special school	
	1995/96	1996/97	1995/96	1996/97
1	1	4		
2	2	1		
3	6	2	2	
4	2	1		1
5		1		
6	4	4		

Key indicators

Attendance

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year :

		%
Authorised	School	0.1
Absence	National comparative data	
Unauthorised	School	0
Absence	National comparative data	

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year :

	Number
Fixed period	5
Permanent	1

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	9.7
Satisfactory or better	100.0
Less than satisfactory	

PART A: ASPECTS OF THE PUPIL REFERRAL UNIT

Educational standards achieved by pupils at the unit

Attainment and progress

1. Overall, pupils' standards of attainment, in both key stages, are below national expectations, in most areas of the curriculum. A small number of pupils attain and even exceed national standards in some aspects of their work. For example, a few pupils have reading ages well in excess of their chronological ages. Last year one Key Stage 1 pupil achieved national expectations in mathematics and science. On entry to the unit, levels of prior attainment are usually very low and, additionally, some pupils have special educational needs, such as moderate learning difficulties. They have often missed a great deal of their education because of extended periods of absence from school and come to the unit reluctant to be taught and to learn. When these prior levels of attainment are taken into account, most pupils are making good progress in almost all of their lessons. Last year, 65% of pupils who left, were integrated into mainstream schools, the others were placed in appropriate special units or schools.

1. The provision of up-to-date computers and appropriate software is a priority and will enhance the curriculum greatly. They would enable independent learning to take place which, at present, is unsatisfactory.

2. The educational standards in **English**, achieved by pupils in Key Stage 1 and Key Stage 2, are below the national averages. In years 5 and 6, however, there are some good examples of creative writing and knowledge of sentence structure and grammar. Pupils make satisfactory progress in both key stages. In almost a fifth of lessons, progress is good. Pupils who have special educational needs make steady progress. Some pupils make good progress in their reading skills with encouragement and individual help.

3. By the end of Key Stage 1 pupils are able to copy writing, write simple text, use spelling books and read at Level 1. They recognise initial letters of words and some of the word flash cards for their reading books. They are beginning to listen to stories and anticipate the text.

4. By the end of Key Stage 2 pupils are able to identify and give examples of nouns, adjectives and verbs and use them in simple texts. Creative writing is imaginative and spelling is helped by the use of vocabulary books. Pupils are encouraged to use the library and to seek information. 'Fat Sam' is used for daily structured word building and recognition. Speaking and listening is encouraged in all subjects and pupils express themselves well with growing confidence. Pupils use books well. Some pupils read with expression, understanding and fluency. They read silently, in pairs and to their teacher.

5. Pupils with special education needs make satisfactory progress and achieve levels commensurate with their abilities. Clear and attainable targets in their IEPs will improve their English.

6. In both key stages pupils try hard and are able to complete most tasks. Some pupils

show a lot of interest in their work. They are able to discuss topics, read poetry to the class and answer questions in context.

7. In both key stages the quality of teaching is always satisfactory. In over four fifths of lessons it is good and in over a tenth it is very good. A variety of resources is used well to maintain pupil interest. High expectations of good behaviour ensure that most lessons run smoothly. Some of the pupils find it very difficult to relate to each other but respond well to structure and encouragement. Pupils are encouraged to work independently. Daily planning and recording are sound. The monitoring of progress and assessment to inform planning will give an overview and a better structure to the English curriculum.

8. The co-ordinator has worked hard to raise standards and provide relevant, good quality reading schemes and books to complement those in neighbouring schools. The speech and language therapist is involved, when necessary, to advise staff and support pupils. Parents are encouraged to read with their children, a variety of tapes, books and pictures can be borrowed. The unit provides satisfactory opportunities for the development of pupils' literacy. Adequate time is planned daily and is used well.

9. Overall, in **mathematics**, pupils' attainment at the end of both key stages is below levels expected nationally. In almost half the lessons observed, however, attainment is judged to be satisfactory. Last year, for the first time, three pupils were entered for the national tests. Two Key Stage 2 pupils attained Level 3 and one Key Stage 1 pupil attained Level 2.

10. Currently, there are only two pupils in Key Stage 1, with a teacher, who took up her post immediately prior to the inspection. Much of the work is concentrated on equipping pupils with basic number skills and concepts. They can count to twenty or more, are beginning to develop an appropriate mathematical vocabulary and can measure using non-standard units. Lesson observation and information gathered from scrutiny of pupils' work show that they are working at Level 1 of the National Curriculum, that is, at a level commensurate with their ability and matched to their current stage of development. At Key Stage 2 the range of academic ability and attainment is wide. The unit continues to place great importance on number work in Key Stage 2 and most pupils develop strategies for solving problems and they are recognising number patterns effectively. The highest attaining pupils are on course to match national expectations by the end of the key stage and they can use their mathematical skills effectively in other subjects, such as, design technology, when producing plans and measuring to make things.

11. Pupils with special educational needs are reaching levels appropriate to their abilities but will be helped further when their IEPs include specific targets for mathematics.

12. Bearing in mind the low starting points, on entry to the unit most pupils (including those with special educational needs) make satisfactory or good progress. In half the lessons observed progress is good.

13. Pupils' attitudes to mathematics are usually satisfactory or better. The nature of their difficulties, however, means that there are inconsistencies in behaviour, which can and do affect both attainment and progress.

14. In both key stages, the quality of teaching is always satisfactory and is good in three fifths of lessons. Teachers have a good knowledge and understanding of the subject. Planning, however, is variable and sometimes fails to identify clear learning objectives. There is an over-reliance on one commercial scheme but the implementation of a newly written policy and comprehensive scheme of work should help to address these concerns.

15. The level of resourcing is adequate but limited and places constraints on teachers. The co-ordinator is enthusiastic and keen to raise the standard of pupils' attainment in mathematics.

16. Mathematics teaching and learning take place daily. Time is used well and standards of numeracy are satisfactory when pupils' learning difficulties and previous educational history are taken into account.

17. Although overall attainment in **science** is below national averages, some pupils will achieve expected standards by the end of Key Stage 1 and Key Stage 2.

18. Generally, pupils in Key Stage 1 make satisfactory progress. They focus on the parts of plants, beginning to use scientific vocabulary accurately and improve their observation skills. They are introduced to different forms of recording and label the parts correctly. Pupils' progress in Key Stage 2 is always sound. Younger pupils at this stage, set up experiments to germinate beans. They make sensible predictions in order to control the variables essential for plant growth. They understand what constitutes a fair test. Older pupils at Key Stage 2 remember findings from previous lessons and, through observation, can describe accurately the qualities of different bulbs. Their drawings and recorded statements show, clearly, that they have improved their scientific knowledge, understanding and ability to write and record findings, when compared with younger pupils. In this class, there is a wide range of ability and attainment. The best are able to use unusual words, for example, 'dormant' accurately and to find the correct spelling in an adult dictionary. Throughout speaking and listening are good and result in a significant increase in pupils' scientific vocabulary.

19. Pupils' response is always sound. They are enthusiastic and interested. Photographic evidence and the unit's documentation show that fieldwork is incorporated into the science curriculum. On these occasions and in the classroom, pupils' attitudes and behaviour are usually sound.

20. The quality of work is good and is characterised by teachers' good subject knowledge and use of challenging open-ended questions. Teachers are calm, patient and firm and ensure lessons are paced well. Their classroom organisation and management are good. Planning, assessment and recording are variable. IEPs do not contain science targets, nor the specification of outcomes, against which to measure gains in pupils' progress.

21. Policy documents and schemes of work are linked to the LEA science scheme and to the national curriculum. Staff in the unit were helped to produce these documents by the LEA Science Advisory Team. Key Stage 2 has two two-yearly cycles where each topic is visited a second time. Whilst it is good that the unit is using the same topics as in mainstream schools, there is the danger of repetition, because topics are revisited, for those pupils whose stay in the unit is lengthy.

22. In **art**, attainment is mainly below national expectations. Key Stage 1 pupils, however, can create pictures and plan designs using seeds and pulses. Displays in the unit show some good examples of careful drawing by Key Stage 2 pupils as well as work in the style of well known artists such as Cezanne, Van Gogh and Bruegel. Key Stage 2 pupils also know how to mix colours, illustrated through their paintings of winter landscapes and trees.

23. There were few opportunities to observe lessons in **design and technology** (DT) during the inspection. Teachers' planning, display and photographic evidence confirm that DT is linked properly to the national curriculum programmes of study. Pupils' work shows levels of attainment to be broadly in line with national expectations at Key Stage 2. There is insufficient evidence to make a judgement at Key Stage 1. Pupils have access to woodworking tools, craft materials and a range of construction kits. Wherever possible, DT is included in topics, especially at Key Stage 2. The less formal nature of the subject encourages some of the disaffected pupils to take part in lessons when they are struggling to face other academic challenges.

24. Overall, progress in both key stages is satisfactory. At Key Stage 1 pupils are able to make a design on paper. By the end of Key Stage 2 they can comment on their design and suggest ways to make improvements. For example, older pupils are designing bird feeders and refining the design to comply with some agreed criteria. Overall, pupils at Key Stage 2 are able to design and make models using Lego Technic and photographic evidence shows good examples of boats designed and made for a Transport topic, as well as, electrically driven models of hovercraft.

25. Pupils are enthusiastic about their work and willing to discuss its merits. Occasionally, they will work with a partner but work most effectively alone.

26. The quality of teaching in Key Stage 2 is good although, as in other subjects, planning is inconsistent, often failing to identify clear learning objectives.

27. Resources are limited but pupils have access to craft materials woodworking tools and a range of construction kits.

28. Currently, there is neither a scheme of work nor a co-ordinator for the subject. The unit has plans to remedy these deficiencies, after the newly-appointed deputy headteacher takes up her position.

29. In **geography**, good use is made of the local environment and pupils are taken on field trips. Key Stage 2 pupils have made a study of the local community and their unit's work is displayed in its library. Mapping skills are learned, for example, when pupils walk along well known bridle paths. Attainment for the subject is below national expectations.

30. Two geography lessons were observed in Key Stage 2 during which pupils make good progress. Further evidence is gained from the scrutiny of pupils' work, policy documents, photographs and display. It is clear from the photographs that pupils enjoy geography and are interested in the subject. Excellence is celebrated in these displays.

31. Geography is being taught in relation to the national curriculum programmes and areas of study. To develop pupils' spatial awareness, maps of different scales including country, county and local ones, show the relationship between the world and the unit's place in it. These provide good comparisons. By the end of Key Stage 2, they will reach levels commensurate with national expectations in many aspects of geography though, currently, there is a wide range of ability and achievement in this class.
32. Younger pupils of Key Stage 2 can match information and the position of symbols on their own small duplicated maps with those found on a larger scale wall map made by the teacher. They understand the purpose of maps having a key. This satisfactory progress is effected by their teacher's skilful use of questions which, with the help of the SSA, ensure that pupils concentrate well and their behaviour and attitudes are good.
33. The quality of teaching is good and is characterised by lessons which are paced well. Planning is clear and appropriate and encourages pupils' questions and, in one case, the use of several maps brought to the unit from home. Pupils with special educational needs made steady and appropriate progress.
34. No teaching of geography to pupils in Key Stage 1 was observed during the inspection. Their teacher is a new appointment and took up her post immediately prior to the inspection
35. Geography and history are taught in alternate terms. In Key Stage 2 both subjects are incorporated into a two-year-cycle of topics and aspects of each are 'revisited' again. In the event of pupils staying in the unit for more than two years, there is the possibility of repetition of work.
36. Currently, a co-ordinator for the subject has not been identified, neither is there non-contact time allocated for the role of co-ordination to be undertaken. Books, globes, atlases and multiple copies of some texts, including commercial schemes of work are used to support the work of teachers and SSAs and to integrate topic activities with other subjects. A policy is in place but there is no scheme of work.

37.No **history** lessons were seen during the inspection. Scrutiny of pupils' work, display and teachers' planning confirm that history is linked properly to the national curriculum. It is studied through topic themes such as 'Then and Now'. Younger pupils learn about and understand time lines. Photographic records show examples of pupils' work on a range of historical topics including mosaics and models from Roman times and articles written about life in Victorian times. Generally, progress is satisfactory.

38.It is difficult to make a judgement about the quality of **information technology** (IT) teaching and learning because no teaching took place during the inspection and, only on one occasion, were pupils observed using a computer for word processing. There is further evidence in pupils' work and displays in the unit that word processing programs have been used. Overall, standards of attainment are limited and below national expectations, as is progress.

39. Planning documents indicate that pupils use computers at least once each week. Also, IT is planned to be integrated into the two yearly topic cycle of Key Stage 2. A co-ordinator has not yet been identified. When this is done, the co-ordinator will need non-contact time to assess pupils' IT skills on entry to the unit and develop a programme of skills appropriate to pupils' ages and abilities. Inspectors were aware that two teachers joined the unit a matter of days before the inspection commenced and that they could not be expected to have undertaken this base-line assessment.
40. At present, the unit is ill-equipped to teach IT effectively. Resources are inadequate and out-of-date. The three computers are low powered, thus pupils do not have access to the latest education software. Pupils will, therefore, be disadvantaged when they are reintegrated into mainstream schools. Other resources include a robot, calculators and some software.
41. When monies are available to replace the present computers, in-service training for all adults working in the unit is essential. Then, regular monitoring and recording of what pupils can do and understand will inform future planning and ensure progression.

42. In **music** pupils were heard singing in assembly on the three days of the inspection. They and the adults in school sing enthusiastically and tunefully. Generally pupils' standards in singing will be in line with national expectations at the end of both key stages.

43. Pupils in the lower years of Key Stage 2 follow instructions well. They take turns to listen to each other carefully. They are responsible in putting up their hands and answer questions thoughtfully and accurately. Pupils in the later years of Key Stage 2 are able to distinguish between classical music and jazz. They listen to music carefully and with interest and can identify some instruments accurately, for example, piano, guitar and wind instruments. They choose instruments and put them away sensibly. They enjoy playing them, taking turns to be the lead player.

44. Pupils' attitudes and behaviour are satisfactory, with an exception of disruptive behaviour exhibited by one pupil throughout one lesson. This limits the attainment and progress of the remainder and brought about an early end to the lesson. Overall, the majority will achieve standards in line with national expectations at the end of the key stage.

45. The quality of teaching is satisfactory and is characterised by good questioning skills to direct pupils' attention to different styles of music and instruments. A quiet voice and a calm, patient style are used to good effect. Planning is satisfactory and the giving out of instruments and their later collection are organised well. The management of disruptive behaviour in the hall is not as effective as in the classroom.

46. Music resources are good. They are stored safely and properly.

47. The provision for **pupils' arts education** is achieved formally through music and art. Teaching is always satisfactory. In art it is always good and in half of the lessons observed, teaching is very good. For the majority of times their response is good and, clearly, they enjoy and are interested in this aspect of their education, even though, at present their attainment is below national expectations. Plays at Christmas, visiting players, dancers and

musicians widen pupils' experience and opportunities.

48. The **physical education** curriculum includes swimming, games and gymnastics. Only one swimming lesson, in which all pupils at the unit took part, and two games lessons were seen during the inspection. In the games lessons, younger pupils perform simple skills with safety but do not always respond quickly and willingly to instructions. Older pupils are learning to cooperate in team games and to exert self-discipline in competitive situations. Often they have difficulty in times of excitement or stress. All pupils attend swimming lessons on a weekly basis and standards of attainment are good with only one pupil being unable to swim. Each year the unit holds a swimming gala, to which parents are invited. Pupils respond enthusiastically to PE lessons. Overall standards of attainment are satisfactory and compare adequately with pupils of similar age in mainstream primary schools.

1. Progress is satisfactory with pupils building on previous experience to develop their skills further in games and swimming. Pupils with special educational needs are encouraged to participate in all activities to achieve their own level. A pupil with cerebral palsy took part in both the swimming and games lesson observed.

2. Teaching is satisfactory or better in both key stages. Whilst planning procedures are in need of review, class management skills are good. Instructions are clear and there is praise for pupils' efforts, with encouragement to build on previous experience. Care is taken to ensure safe practice when equipment is moved. Teachers dress appropriately.

3. The unit's accommodation provides good facilities and resources which are used effectively. Currently, there is no up-to-date policy, scheme of work or co-ordinator. The unit is aware of these deficiencies and has plans to remedy them.

4. **RE** is defined and identified for the unique contribution it makes, in its own right, to pupils' spiritual development. The curriculum is broad, balanced and relevant and, though taught substantially as part of topic work, teachers may and do choose to teach separate RE lessons. A daily act of Christian collective worship takes place and includes an explanation of the day's theme, questions of pupils, opportunities for them to reflect, a hymn and a prayer.

5. RE lessons in both key stages were observed. Key Stage 1 pupils are able to understand several 'sharing' words and choose to focus on 'love' and 'polite'. Their attainment is satisfactory and appropriate, taking their learning difficulties into account. Their progress is also satisfactory and each is able to complete the 'Love Leaf' and the 'Polite Leaf', copying them into their RE books and drawing pictures.

6. Key Stage 2 pupils are taught the difference between Christians and Buddhists. Their attitudes, behaviour and genuine interest in the experience of meditation are very good. Whilst attainment is below national expectations, pupils make good progress in their growing awareness of the two religions. Additionally, they show by their accurate answers that they have retained information from previous lessons.

7. The quality of teaching is good and, on one occasion, is very good. Quiet purposeful approaches are used successfully and high expectations of good behaviour, which are achieved, testify to careful planning and good use of resources.

8.Circle time is an important part of the unit's personal, social and health education (PSHE) curriculum. It is undertaken in mainstream schools served by outreach teachers. It is used effectively to reinforce good social behaviour and to explore potential problem areas.

9.Both RE and PSHE contributed to pupils' spiritual, moral, social and cultural development and, in some cases, to add to pupils' sense of wonder.

Attitudes, behaviour and personal development

10.Most pupils enter the unit with negative attitudes to learning and with low self-esteem. Teachers and SSAs work hard to help them develop positive strategies to improve their behaviour, concentration and relationships with other pupils and adults.

11.When they have settled into the unit, then attitudes to learning improve. They are able to follow the normal conventions of classroom behaviour for much of the time. In times of stress, however, self-discipline is forgotten.

12.Pupils make good progress in aspects of their personal development. They know what is expected of them. Their behaviour targets are agreed and recorded in their IEPs. Pupils strive hard to meet these targets. They try hard to work effectively and co-operatively with other pupils. Pupils take responsibility for helping to run the unit, for example, they help to clear away in classrooms.

13.Pupils like coming to the unit. Their attendance is excellent and much higher than it had been in their mainstream schools. The unit is successful in raising self-confidence and self-esteem. Teachers and other adults make each pupil feel valued thus helping their personal development and that of their social skills.

Attendance

14. At over 99% the attendance rate is excellent. Pupils come to the unit on time, using local taxi and minibus transport. Their attendance is recorded effectively and monitored, however, attendance registers are not called. Figures of attendance are made available to mainstream schools and are requested on a termly basis.

15. Parents keep the unit informed of any pupil absence by means of reporting to the accompanying transport escorts and, in the majority of cases, contact the unit directly to explain reasons for any absence.

16. Term-time holidays are not encouraged but up to 14 days in any academic year are allowable, subject to sufficient notice being given in advance. In the last year, there was one occurrence of a longer holiday being agreed.

17. Lessons begin and end on time.

Quality of education provided

Teaching

18. The quality of teaching is always satisfactory. In three quarters of the lessons it is good and in a tenth it is very good. At Key Stage 1, over nine tenths of lessons are characterised by good teaching. The comparable figures for Key Stage 2 are, in over a tenth of the lessons teaching is very good and, in seven tenths, it is good. The SSAs make a valuable contribution to the quality of teaching.
19. Teachers have a good understanding of how primary pupils learn. Generally, their subject knowledge is sound, except in IT where it is less secure. Their classroom skills and use of questioning are good.
20. The most successful lessons challenge all pupils and the pace is good. Teachers have high expectations of academic achievement. They and the SSAs keep pupils on task and, generally, improve concentration and ensure noticeable progress. In these lessons, objectives are clear, pupils are encouraged to think for themselves and pupil - adult relationships are good. The IEPs, however, rarely contain educational targets. Education outcomes are not specified so that small gains in achievement are not identified effectively. There is, also, no guarantee that these improvements are recorded.
21. Teachers and SSAs work hard to establish and maintain positive relationships from the beginning of a pupil's entry into the unit. They have a very good knowledge of the emotional and behavioural difficulties experienced by the pupils whom they teach. They have high expectations of pupils' behaviour. They praise, encourage and reward fairly and effectively. All adults present a consistent, calm and firm response to all pupils. Generally, teachers and SSAs manage disruptive and challenging behaviour effectively. IEPs contain targets for improved behaviour and pupils are aware of them.
22. Teachers and SSAs plan together, thus working effectively as teams. The quality of short, medium and long-term plans is variable. Frequently, learning objectives and outcomes are not specified. The monitoring of this aspect of the unit together with the use of assessment to inform planning are weak. Recording and reporting of pupils' academic progress are also weak. There is a marking policy but the practice is not consistent nor are there written targets to help pupils improve standards.
23. Pupils are encouraged to take books home to read with their parents.

Where it occurs, good use is made of this and the written communication with parents in their reading diaries.

The curriculum and assessment

24. The curriculum offered reflects the Local Education Authority (LEA) curriculum policy for its pupil referral units. The intention is to prepare pupils to reintegrate into mainstream schools successfully and as soon as possible. A good start has been made on the development of a broad, balanced and relevant curriculum and is linked closely to the national curriculum that is to be implemented in mainstream schools. Staff development to support curriculum planning and assessment with an overview of curriculum needs and relevant resources will ensure continued progress.
25. Earlier reference is made to the lack of up-to-date computers and appropriate software in paragraph 36. It is a priority and will enhance the curriculum greatly and enable independent learning to take place which, at present, is unsatisfactory.
26. Some pupils are awaiting a suitable placement in a special unit or school. The range of time a pupil stays in the unit is from six weeks to two years depending on individual needs. The outreach organisation provides very good guidance for early intervention and prevention of behaviour problems. Good relationships with schools have been fostered by the permanent outreach teacher. Currently ten pupils are supported. Regular contact with the support assistants ensures targets are set and reviewed to meet the individual needs of the pupils. The permanent outreach teacher was observed to integrate pupils successfully, who need support, with other year 5 pupils in circle time activities. She undertakes all re-integration of pupils, reviews and liaison work with mainstream schools with a high success rate.
27. Staff changes in the unit have resulted in a lack of continuity for some of the pupils. The aim of the present staff is to consolidate and focus on the curriculum to ensure pupils make progress and gain confidence in the basic skills of the core subjects. Individual Education Plans (IEPs) are based mainly on targets for behaviour and meet this need well. They do not, however, reflect the educational needs of the pupils and require immediate action to ensure that planning makes provision for these individual needs.

28. The aim to provide a broad and balanced curriculum is achieved through topic work, an options afternoon and the core subjects. Co-ordinators are responsible for the core subjects, with schemes of work and policies in place. Foundation subjects are planned successfully within a topic and theme cycle. The curriculum will be greatly enhanced when computers and complementary software are given priority to encourage independent learning, at present this is unsatisfactory. Circle time religious education lessons and daily assemblies, which have a religious focus provide opportunities for reflection and social

interaction. All pupils attend full time in three teaching groups with one Key Stage 1 group of two pupils year 2, and two Key Stage 2 teaching groups years 3 and 4 and years 5 and 6. The pupils receive a balanced primary education. The acting deputy headteacher is the special educational needs co-ordinator and a register of pupils is kept in the office. A multi-disciplinary team is involved, where necessary, and statements and reviews are up-to-date. The education welfare officer liaises between schools, the unit and families and provides a supportive link between, them. Where necessary, a multi-disciplinary team provides additional support.

29. Some extra curricular activities take place during lunch time. An options afternoon with a choice of activities takes place once a week. Pupils carry out field study trips to complement topic work visiting towns, countryside, canals and museums. Visiting players, dancers and musicians widen the experience of pupils and opportunities for interactive creative work would further enhance the cultural and multicultural life of the pupils. Photographic evidence provides a visual record to enhance topic work. Sports activities such as football, games and swimming emphasise team skills and positive interaction.

30. Reading assessments take place when pupils join the unit and are updated regularly. Records usually accompany pupils with a reference or report from the educational psychology service. The unit has its own educational psychologist who works with staff, parents, pupils and other involved professionals. National curriculum statutory tests are conducted at the end of Key Stages 1 and 2. Daily assessment is on going and informative. Staff are aware of the need to look at end of topic assessment and to introduce a common assessment format for short, medium and long term plans. Pupils contribute well to their records of achievement and make decisions about and evaluate their work. Parents attend reviews and medicals and contribute with their children to behaviour targets. Paired reading, home reading and home unit diaries provide further liaison between home and unit. Some work is marked with constructive comments but without an overall perspective. Points are given towards a weekly target of certificates awarded during an achievement assembly on Fridays.

31. Sex education is taught where and when appropriate and pupils learn about health education in science and topic work and. SSAs work well with class teachers in order to meet the educational, emotional and behavioural needs of pupils. All staff relate well to the parents and every effort is made to ensure parents attend meetings and unit functions.

Pupils' spiritual, moral, social and cultural development

32. The spiritual needs of the pupils are encouraged well in the daily life of the unit and its curriculum. Pupils plan and take an active part in morning assemblies with appropriate hymns, themes and prayers of a spiritual nature. An achievement assembly is held once a week where adults and pupils applaud good work and behaviour. Religious education lessons cover Christian festivals and experiences of other religions and cultures, such as the Chinese New Year, 'The World about us', the festival of light and Ramadan. The needs of pupils who attend Catholic and other church

schools are acknowledged by the outreach teacher. Some pupils experience the making of a shrine for a Buddha and meditate to music and light. Key Stage 1 pupils have a guinea pig which they care for and take turns in feeding it and providing clean bedding.

33. Circle time, which encourages pupils to raise any matters of concern with adults, enhances the ethos of the unit to encourage independence, raise self esteem and provide an opportunity to consider relationships. Some pupils are aware of the difference between right and wrong and are encouraged to keep to their behaviour targets with a clear and simple point system. The unit has a behaviour policy which emphasises high expectations of good behaviour. Adults working in the unit give successful support to pupils experiencing emotional problems.
34. Play times are organised well with a playtime policy drawn up by the SSAs to encourage sharing and play through games. Social groups are encouraged through a choice of activities during an options afternoon. Pupils manage their behaviour by taking immediate action to consider the consequences of their actions. On most occasions it is managed very well. Staff are effective in working as a team to ensure a consistent approach.
35. Pupils experience a range of interesting cultural activities through topic work in the locality with walks, nature trails, visits to museums and places of interest. Visiting theatres, musicians and artists provide interactive opportunities. Festivals, topic work, history and religious education activities add to pupils' multicultural education.

Support, guidance and pupils' welfare

36. The unit's staff, including the SSAs and transport escorts, make an important contribution to pupils' education by providing a good level of support and guidance. Their main aim is to improve the standard of behaviour which results in improved pupil learning. The unit is staffed well and the pupils benefit from the high adult to pupil ratio. Arrangements for collecting pupils and transporting them to the unit are very effective and there are excellent attendance rates.
37. There are good arrangements for the monitoring of each pupil's individual educational plan. The plans make a priority of standards of behaviour and personal and social education. They are monitored internally twice per term and reviews with the pupil, parents and related agencies are effected once per term. The plans do not, however, include specific academic targets.

38. The unit aims to promote discipline and good behaviour. Recognition of good behaviour is constant and consistent and the pupils enjoy the unit's reward system. Pupils who misbehave are made aware of the opportunities to make amends and to retrieve lost ground. The unit attempts to eliminate oppressive behaviour targets by their personal and social education programme across the curriculum and by means of noting these in their IEPs.
39. There is no formal child protection policy but all staff are vigilant and they refer any incidents to the headteacher who follows the LEA guidelines in reporting to appropriate agencies.
40. The unit is successful in promoting the pupils' health, safety and general well being. The school nurse is a regular visitor to the unit and the pupils are given regular medical tests. There are fire drills every term. There were no major items reported in the recent health and safety audit. The headteacher is dealing with those items requiring attention.

Partnership with parents and the community

41. Parental contribution is valued highly by the PRU. Every effort is made by the staff to encourage parents to visit the unit in order to discuss children's progress. Many parents live long distances away from the unit and find visits difficult to make. Parents are kept informed of their children's progress and behaviour through the use of accompanying escorts, letters and telephone calls. These are used effectively.
42. Integration into mainstream school is handled as a team/partnership process between parents, the receiving school, the unit and supporting external organisations. It is effective and appreciated by the parents.
43. Responses to the questionnaires returned by parents show high percentages of satisfaction with the unit and the provision offered. The unit's newsletters, brochures and annual reports are clear and provide valuable information for parents.
44. Generally, parents are supportive and complaints procedures are clear and operate effectively. Headteachers and teachers in mainstream schools appreciate the good work undertaken by outreach teachers, especially the effective liaison of the permanent outreach teacher attached to the unit.
45. Links with the community are limited, though the headteacher has made many efforts to involve local businesses and charities. Links with local schools are good. They are enhanced by the permanent outreach teacher whose support is valued. She and her colleague work in these schools with pupils whose behaviour is challenging. Their high quality work and that of other staff ensure that pupils are reintegrated into schools successfully and

as soon as is practical.

The management and efficiency of the Pupil Referral Unit

Leadership and management

46. The PRU has experienced many changes to staffing in the two years prior to the inspection. One newly appointed permanent teacher and a supply teacher joined the unit immediately prior to the commencement of the inspection. The new deputy headteacher will not take her post until after Easter. The headteacher assumed a permanent role in September 1997, having been in an acting capacity previously. She is accountable to the new Area Team Leader. Other colleagues have experienced long-term illness.

47. The review, and subsequent restructuring of the LEA's provision for special educational needs, have been responsible for some of these changes. A Pupil Referral Service (PRS) has been established and will remain after the Local Government Re-organisation on 1 April 1998 when some responsibilities of the current authority will be placed elsewhere whilst others, relating to this unit, will remain.

48. The unit's curriculum and its planning are based on the LEA curriculum policy, agreed by the Education Sub-committee for SEN. Section 19 of 1996 Education Act requires this to be undertaken and admission and discharge criteria are precise and clear. The policies set out principles and aims clearly, the most important of which is that pupils are reintegrated into mainstreams after two terms.

49. The LEA has set up a Management Committee. It is supportive but, individual respective strategic roles and responsibilities are not yet defined clearly nor are the expectations that the LEA has of them. The committee has oversight of the curriculum delivered and, whether or not, it is derived from the LEA policy. SEN provision and rates of re-integration, monitoring the cost effectiveness of the PRU, staffing, resources and quality of the learning environment are responsibilities.

1. The LEA meets statutory responsibilities including a recent health and safety audit. The LEA's role in monitoring the quality of education, its cost effectiveness, the contributions teachers and SSA's make to the formulation of the PRU development plan and setting priorities are weak. An appraisal system for the headteacher, teachers and other adults working in the unit is not in place. All have job descriptions which are generic to the PRS and do not include roles and responsibilities specific to the unit. The headteacher appraises the work of teachers and SSAs in classroom informally. There is no written feedback nor targets set for future development. Teachers' attendance on LEA in-service (INSET) courses available to teachers in main-stream schools has been restricted. The headteacher is aware of this and is encouraging colleagues to attend appropriate courses, where places are available and when finances permit.

1. The unit has a positive ethos engendered successfully by the calm, supportive style of

leadership provided by the headteacher. She is supported by all adults working in and for the unit including the travel escorts and outreach teachers, who put into practice a shared, positive, caring structure which has positive effects on standards of behaviour.

1.The headteacher has a clear educational vision for the future of the unit. This links with the unit's development plans. Success criteria, responsibilities and timing of these developments are not specified and make it an inadequate document. The national curriculum, especially in the core subjects, and RE, are broadly in place. The headteacher, however, is not monitoring the curriculum, quality of education and assessment. Strategies for undertaking this in conjunction with Area Team Leader are at an early stage of development.

2.The headteacher, acting deputy headteacher and permanent outreach teacher take a lead in supporting curriculum development and the writing of policy documents. These are then discussed at weekly meetings where other teachers and SSAs contribute suggestions.

Staffing, accommodation and learning resources

3. There are sufficient, suitably qualified and experienced staff to meet the behavioural needs of the pupils and to deliver the curriculum. Recently, the unit has increased the number of outreach staff from one to two. This service is, therefore, improved.

1.The headteacher is the curriculum and assessment co-ordinator with a priority to develop the core subjects and PSE. Curriculum planning takes place once a week and staff are beginning to take advantage of in-service (INSET) courses and to encourage advice from LEA advisers. The staff development officer is the head teacher who keeps a record of relevant courses available and attended. New staff are supported in their role but as yet there is no formal appraisal policy or practice. Responsibility for the co-ordination of the core subjects has been allocated. At present teachers' and nursery nurses' expertise in the foundation subjects is shared and delivered through topics. They work as a team on these curricular issues. Foundation subject roles will be allocated when the new deputy headteacher takes up her appointment. Circle time, which allows pupils and adults to raise any matters of concern, incorporates personal and social education very well and is supported by a structure of acceptable behaviour which pupils know and understand.

1. Teachers take part in professional development activities but, mainly, these are related to behavioural training. Arrangements for teacher induction and appraisal are tenuous and ways in which the unit provides in-service training are being considered.

2.The secretary, caretaker, cleaner and lunch-time assistants work effectively and are generous in the time given to the unit. They add to the very good relationships and trust of the whole team.

3. The unit is located on a site shared by a group of other supportive, learning and tutorial organisations in pleasant green surroundings. The accommodation is light, airy, bright and all classrooms are large with good working, storage and activity spaces, which, combined with a pleasant hall, gives adequate provision for the delivery of the national curriculum. The buildings are of good quality. The unit is maintained well and cleaned to a good standard. The internal decoration in the classrooms and the hall is good but one of the toilet areas needs to be refurbished. The unit has identified this as a priority to refurbish them when sufficient funding is available.
4. The headteacher, secretary and caretaker all have their own designated areas, which combined with a staff room and a separate SSA's room, are all used to good, flexible and purposeful effect. The pleasant ethos of the building is enhanced further by the interesting and informative wall displays.
5. Resources for learning are not adequate. There is a modest range of fiction and non-fiction books. The unit's computers are nearing the end of their working life and are unsuitable for use with present up-to-date software
6. A playground and field with good areas for games are used well. They, also, provide opportunities for environmental study. The unit has access to a pond where there are opportunities to observe wildlife and record details.

The efficiency of the pupil referral unit

7. Communication between the recently re-structured pupil referral service and the unit is not always efficient. Procedures for monitoring performance and determining whether the unit is giving value for money are not clear. Some pupils remain in the unit beyond the recommended time because appropriate places in special education are not found for them. The Unit Management Committee meets regularly and is supportive of the unit. Roles and responsibilities have not yet been defined.
8. The LEA determines levels of staffing and funding available, based on the recommendations contained in Circular 11/90. Currently, the ratio of teachers and SSAs support to pupils is generous but, the level of outreach work in which the unit engages, has doubled in the last year. In addition, pupil numbers fluctuate throughout the year. Efficient use is made of staff, including the SSAs, who work well together as a team.
9. Financial planning is sound but, the limited funding that is under the control of the headteacher, is barely adequate to meet the day-to-day needs of the unit. It is insufficient to allow for the purchase of more expensive equipment, for example, up-to-date computers. Money cannot be saved and carried forward from one financial year to the next in order to build up a surplus for expensive items. The budget is monitored effectively by the headteacher and the secretary who, together, have established appropriate systems for good financial control.

10. The permanent outreach teacher has a significant preventative role in supporting pupils with behavioural problems in mainstream schools, thus reducing the number of potential exclusions. Within the unit the quality of teaching is good and most pupils make good progress in their learning and their personal development.
11. Good use is made of staff. The building is used effectively for the delivery of the curriculum. The learning resources in the unit are accessible. In addition local resources, for example the swimming pool, are used well and enhance pupils' learning.
12. Overall the inspectors judge that the unit gives satisfactory value for money.

PART B: INSPECTION DATA

Summary of inspection evidence

The inspection was carried out by a team of 5 inspectors over a total of 11 inspection days. During the inspection the team wrote 75 observations of all or parts of lessons. In addition, one hour was spent taking part in and observing assemblies, held each day. They played a significant role in pupils' spiritual and moral development and their self esteem. Pupils' work was scrutinised carefully. A sample of pupils was heard reading, after which discussion with individual pupils took place. The inspector, responsible for the inspection of physical education, accompanied teachers and pupils who went to the local swimming baths. Pupils' records, reports statements of special education needs and their individual education plans were scrutinised. Interviews were held with the headteacher, teaching and support staff, the secretary and other adults working in the unit. The LEA officer who has responsibility for the PRU had discussions with all inspectors. The permanent outreach teacher was observed working in two mainstream primary schools. A letter from the headteacher of another mainstream primary school was received by the Registered Inspector. It was supportive and appreciative of the work done by the unit and was read by all inspectors. One inspector ate lunch with the pupils and staff. Inspectors observed the behaviour of pupils on arrival and departure by taxis and the relationships of them with the travel escorts. Attendance registers were analysed carefully, as were the procedures for recording the daily attendance of pupils at the unit.

Prior to the inspection parents' questionnaire responses were analysed. A summary of these was given to inspectors and the headteacher. A meeting for parents with the Registered Inspector was arranged but no one attended, probably because of the inclement weather on that evening. LEA papers relating to the setting of the PRS and the PRU were read by inspectors, as well as, curriculum, policy and other planning documents.

Data and indicators

PUPIL DATA

Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
11	2	11	11

TEACHERS AND CLASSES

Qualified teachers (YR-Y6)

Total number of qualified teachers (full-time equivalent)	5
Number of pupils per qualified teacher	2.20

Education support staff (YR-Y6)

Total number of education support staff	10
Total aggregate hours worked each week	175

Primary and Nursery

Average class size	3.67
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FINANCIAL DATA

Main area of spending	Spending last financial year (£) 1996/97	Forecast for this financial year (£) 1997/98 *
Books	1031.00	750.00
INSET	942.00	431.00
Equipment/materials	1681.00	793.00
English	876.50	562.00
Mathematics	500.00	279.00
IT	181.00	58.00
Science	197.00	108.50
Award System	80.00	32.00
All other expenditure	1174.00	1173.00
Carried Forward	nil	2276.00
Total Expenditure	6662.50	6462.50
Gest Underspend	916.00	

- Expenditure to date

• **PARENTAL SURVEY**

Number of questionnaires sent out:	11
Number of questionnaires returned:	6

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the centre encourages parents to play an active part in the life of the centre	33.3	66.7	0	0	0
I would find it easy to approach the centre with questions or problems to do with my child(ren)	33.3	66.7	0	0	0
The centre handles complaints from parents well	20.0	40.0	40.0	0	0
The centre gives me a clear understanding of what is taught	16.7	83.3	0	0	0
The centre keeps me well informed about my child(ren)'s progress	83.3	16.7	0	0	0
The centre enables my child(ren) to achieve a good standard of work	66.7	33.3	0	0	0
The centre encourages children to get involved in more than just their daily lessons	16.7	83.3	0	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	0	100.0	0	0	0
The centre's values and attitudes have a positive effect on my child(ren)	50.0	33.3	16.7	0	0
The centre achieves high standards of good behaviour	16.7	33.3	50.0	0	0
My child(ren) like(s) centre	66.7	16.7	0	16.7	0

SUMMARY OF THE INSPECTION REPORT

PENDLE TUTORIAL UNIT

**Hendon Brook
Townhouse Road
Nelson
Lancashire
BB9 8BP**

Telephone number: 01282 693432

Headteacher: Mrs. G. B. Laycock

Reporting inspector: Dr. Jean Whittaker
T12314

Dates of inspection: 19-21 January 1998

This is a summary of the inspector's full report, which can be obtained from the school.

Under OFSTED contract number: 600144

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

Introduction

The Pendle Tutorial Centre is a pupil referral unit where relationships between adults and pupils are praiseworthy. Given the reasons for pupils' attendance at the unit, the quality of education is satisfactory. Teaching is always sound and with some good features. It fulfils its aim to improve pupils' behaviour and is successful in its intention to reintegrate them back into mainstream schools.

Main findings

The Pendle Tutorial Centre has a positive ethos. The caring attitudes of all adults working in the unit ensure that very good relationships exist and these are strengths. Other strengths are the consistently good teaching and the highly successful attendance rate. The very good liaison with mainstream primary schools established by the permanent outreach teacher and subsequent rates of re-integration are valued. The accommodation is attractive and kept very clean.

Generally, attainment is below national averages in the core subjects of English, mathematics and science and in most other subjects. There are, however, examples where individual pupils are achieving national expectations. In the later years of Key Stage 2, some pupils' attainment in reading is good. Taking into consideration their learning difficulties, pupils with special educational needs attain satisfactory standards.

Academic progress at Key Stage 1 is always sound in all subjects except information technology (IT) and history where no teaching or learning was observed. In nearly a third of lessons progress is good. Generally at Key Stage 2, academic progress is good but, in a small minority of lessons, the disruptive behaviour of individuals determines that little, if any, progress is made. In both key stages, progress in IT is unsatisfactory because pupils do not have access to modern computers and up-to-date software.

In English pupils make satisfactory progress and by the end of Key Stage 2 they are able to identify and give examples of nouns, adjectives and verbs. Creative writing is imaginative and pupils use vocabulary books for spellings. Speaking and listening, encouraged in all subjects, are sound throughout the unit and pupils express themselves with growing confidence. Pupils use books well and some are fluent readers. Pupils with special educational needs make satisfactory progress, commensurate with their abilities. The unit's provision for literacy is sound. English takes place daily. The time is sufficient and used well. All pupils have equal access to the English curriculum.

Taking the low starting points, when pupils enter the unit, into consideration most pupils make satisfactory progress in mathematics. This includes pupils with special educational needs. In half of the lessons it is good and the highest attaining pupils are on course to match national averages at Key Stage 2. Their number skills and concepts are good. Older pupils develop strategies for solving problems and they can use mathematics in other subjects. Generally, pupils' attitudes are positive though inconsistencies in behaviour affect progress. Mathematics is taught daily, the time allocated is sufficient and used well. All

pupils have equal access to the mathematics curriculum. The unit's provision for numeracy is sound.

In both key stages, pupils make satisfactory progress in science. They use scientific vocabulary well and accurately. The drawings and recorded statements of older pupils show clear gains from the work undertaken by younger pupils. They are interested and enthusiastic. Pupils with special educational needs have equal access to the science curriculum and make progress commensurate with their abilities.

The curriculum is broad, balanced and relevant. All national curriculum subjects and RE are taught. History and geography alternate on a termly basis. The foundation subjects are taught through a cycle of themes and topics. Many opportunities are made for pupils to learn outside the unit. Provision for PE is good and all but one pupil can swim. Provision for pupils' arts education is made formally in music and art. Plays at Christmas, visiting players, dancers and musicians widen pupils' experience and opportunities. All pupils have access to the whole curriculum and standards are good.

All pupils have individual education plans (IEPs). Progress in relation to behavioural targets recorded in these plans is good. The Code of Practice, however, is not being implemented fully because rarely do IEPs contain education targets.

Generally, behaviour is satisfactory and fulfils the high expectations that all adults have of pupils. Disruptive behaviour is never condoned and, when it occurs, teachers and SSAs respond quickly. Pupils respond positively to the caring and positive ethos of the unit.

Attendance is excellent and punctuality is good.

The quality of teaching is always satisfactory. In three quarters of lessons it is good and, in over a tenth it is very good. The SSAs make a valuable contribution to the quality of teaching. Teachers are experienced and have a good knowledge of how primary school pupils learn effectively. They demonstrate good practice. They have good knowledge of the emotional and behaviour difficulties experienced by their pupils and have strategies to help them cope successfully.

The most successful lessons challenge all pupils. The pace is good, learning objectives are clear and academic expectations are high. Teachers and SSAs have strategies to keep pupils on task and to improve their concentration.

Teachers and SSAs plan their work together effectively. The quality of short, medium and long term plans including the unit's development plan, is not satisfactory. Generally, the unit's documentation needs completing in more detail. Co-ordinators for most of the foundation subjects have not been identified. When these have been allocated, non-contact time will be necessary for them to undertake their roles. In addition the monitoring of the curriculum, assessment, recording and reporting is not undertaken systematically and on a regular basis. There are no formal appraisal procedures to evaluate the effectiveness of all who work in the unit.

The spiritual needs of pupils are provided for in the daily life of the unit. The daily act of worship is Christian and pupils plan and take part in them. Time is given for reflection. RE lessons cover other faiths and cultures, for example, Buddhism and the Chinese New Year.

Circle time, which allows pupils and adults to raise any matters of concern, enhances pupils' spiritual, moral and social development. Some pupils know the difference between right and wrong. High expectations of behaviour are common throughout the unit. Pupils know their behaviour targets and are encouraged to keep to them.

Provision for pupils' support and welfare is good and is undertaken effectively by all the unit's staff including the transport escorts. The caring approach is consistent and praise and encouragement are used whenever possible. There is no formal child protection policy but all staff are vigilant and refer any incidents to the headteacher. The LEA Child Protection Committee procedures provide guidance. The unit is successful in promoting pupils' health safety and general well being. Pupils' personal files are not kept secure.

Partnership with parents is developing effectively. Parents appreciate the unit's open door policy and there is sufficient accommodation for confidential meetings. Links with the community are limited though the headteacher has made many efforts to gain support from business and charities. Links with local schools are good and valued.

The headteacher provides effective leadership. All staff are encouraged to contribute to decision-making. The headteacher leads by setting a good example adopting a calm, positive and supportive approach. She is supported by two senior, experienced colleagues, one of whom is acting deputy headteacher. Many changes have taken place during the last two years and these have been managed sensitively and effectively. The headteacher is supported well by the other non-teaching adults who form the unit's team. Additional support is given by the Management Committee which was established relatively recently by the LEA. The respective roles and responsibilities of the LEA and the Management Committee are not yet defined.

The LEA pupil referral service (PRS) commenced in September 1997 and will continue to exist when local government is reorganised in April 1998. It has published a curriculum policy, set out admission and discharge criteria and has appointed Area Team Leaders to co-ordinate the work of groups of PRUs. Until the arrangements are implemented effectively the role of the LEA is weak. Systems for monitoring the unit's curriculum and its cost effectiveness are also weak.

Teachers' and SSAs' qualifications and experience are appropriate and meet pupils' needs. They have generic job descriptions which are not specific to the unit. Teachers, SSAs and other adults working in the unit are deployed appropriately and effectively. The permanent outreach teacher gives valued and effective support in mainstream schools. Currently she is assisted by a supply teacher.

Generally, the resources are adequate and there is evidence that new books and equipment have been purchased. The LEA is responsible for funding major items and insufficient investment in modern computers and up-to-date software is limiting the curriculum overall and also pupils' progress in IT. Financial control is secure. Along with the headteacher, a very good secretary takes an executive role in monitoring the budget. The inspectors judge that the unit gives satisfactory value for money.

Key issues for action

To further the standards of work and the quality of education provided, the LEA should:

- identify the respective roles of LEA and the Management Committee and give advice and guidance so that the committee operates efficiently.
- establish procedures to monitor the cost effectiveness and the education provision of the unit.
- provide the finance necessary to increase the number and improve the quality of computer provision.
- implement an appraisal system for the unit which includes more precise job descriptions.

The headteacher of the Pendle Tutorial Centre, assisted by the LEA, should:

- implement the Code of Practice fully by including education targets on pupils' IEPs, to inform planning and enable pupils to make suitable academic progress.
- appoint co-ordinators for all subjects.
- review the unit's planning and documentation. In particular, set priorities and give costings in the unit's development plan.
- ensure that standards in IT are improved and the computers are replaced.
- establish formal systems for monitoring the curriculum, assessment, recording and reporting and implement these on a regular basis.

PARENTAL SURVEY

Number of questionnaires sent out:	11
Number of questionnaires returned:	6

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the centre encourages parents to play an active part in the life of the centre	33.3	66.7	0	0	0
I would find it easy to approach the centre with questions or problems to do with my child(ren)	33.3	66.7	0	0	0
The centre handles complaints from parents well	20.0	40.0	40.0	0	0
The centre gives me a clear understanding of what is taught	16.7	83.3	0	0	0
The centre keeps me well informed about my child(ren)'s progress	83.3	16.7	0	0	0
The centre enables my child(ren) to achieve a good standard of work	66.7	33.3	0	0	0
The centre encourages children to get involved in more than just their daily lessons	16.7	83.3	0	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	0	100.0	0	0	0
The centre's values and attitudes have a positive effect on my child(ren)	50.0	33.3	16.7	0	0
The centre achieves high standards of good behaviour	16.7	33.3	50.0	0	0
My child(ren) like(s) centre	66.7	16.7	0	16.7	0

THE INSPECTION

Pendle Tutorial Centre was inspected as part of a national programme of school inspection. The purpose of the inspection is to identify strengths and weaknesses in order to help schools to improve the quality of education they provide and raise the standards achieved by their pupils. Inspection is also designed to give parents more information about their children's schools. A copy of this summary is sent to every family with a child at the school.

The inspection was undertaken by an independent team of five inspectors, led by Dr. J. Whittaker under contract to the office for Standards in Education (OFSTED).

The team was required to report on the **standards** achieved by pupils, the **quality of education** provided by the school, the **efficiency** with which financial resources were used and the contribution made by the school to its pupils' **spiritual moral, social and cultural development**.

The contractor for this inspection was:

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Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints, which are not satisfactorily resolved by the contractor, should be raised in writing with OFSTED by writing to:

The Registrar
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

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