

# INSPECTION REPORT

## **REDBRIDGE TUITION SERVICE**

Iford, London

LEA area: Redbridge

Unique reference number: 134366

Headteacher: Cherie d'Abbro

Lead inspector: Gulshan Kayembe

Dates of inspection: 25<sup>th</sup> to 27<sup>th</sup> April 2005

Inspection number: 268704

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

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## INFORMATION ABOUT THE UNIT

Range of needs supported:	Vulnerable; Non-attenders; Emotional and behavioural; Learning; Medical; Permanent Exclusion
School category:	Pupil Referral Unit
Age range of pupils:	5 - 16
Gender of pupils:	Mixed
Number on roll:	67
School address:	Newbury Hall Perryman's Farm Road Newbury Park Ilford, Essex
Postcode:	IG2 7LD
Telephone number:	020 870 80720
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Appropriate authority:	The local education authority
Name of responsible officer:	Colin Moore – Chief Officer
Date of previous inspection:	The service has not been inspected before

## CHARACTERISTICS OF THE UNIT

The Redbridge Tuition Service provides education for pupils who have been permanently excluded from more than one school; those who are at risk of being excluded; school refusers and non-attenders; those who have medical conditions and illnesses which preclude them from attending school; pregnant school girls and teenage mothers. The service has an agreed maximum of 70 pupils though only 40 can be taught on site at any one time. There are 67 pupils, 42 boys and 25 girls, currently on roll ranging from the ages of 6 to 16. Most pupils, 45, are on the service roll and 22 are dual registered. The large majority of pupils are secondary school aged and most of them are taught on site at Newbury Hall and at the Downshall Community Centre. Those with illnesses and medical conditions number 21 and span the 6 to 16 age-range. They receive tuition in their homes or in hospital. Only six of these pupils are aged 6 to 11. The older pupils receiving home tuition are encouraged to join in classes at Newbury Hall or the Downshall Community Centre if they are well enough to attend. Almost half the pupils are from a range of minority ethnic backgrounds, the largest group being black African. Whilst about a quarter of pupils have English as an additional language, most are fluent English speakers and only one is a beginner. Seventeen pupils have identified special educational needs: one is at the school action stage, three are at the school action plus stage and 13 have statements. Nearly all those with statements or at the school action plus stage have emotional and behaviour difficulties and a couple have learning needs. Though there are some able pupils, especially amongst the group receiving home tuition, attainment on entry to the service is well below average. Most pupils arrive with significant gaps in their education due to either poor progress made as a result of non-attendance or poor behaviour in mainstream school. Many have poor literacy skills. The service has received awards for being a healthy school, the National Grid for Learning, e-learning and completing national information and communication technology training.

## INFORMATION ABOUT THE INSPECTION TEAM

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9779	Suzanne Smith	Lay inspector	
30597	Robina Howells	Team inspector	Mathematics Science
32724	William Jepson	Team inspector	Special educational needs
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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**The Redbridge Tuition Service is a good Pupil Referral Unit.** Pupils achieve well despite the small amount of teaching time they receive. This is due to their very good attitudes and the good, often very good, quality of teaching. The small group sizes mean that pupils have intensive and good-quality tuition which enables them to make rapid gains in their knowledge, understanding and skills. The head of service provides a clear direction for development and is well supported by staff and the responsible officer from the local education authority. Overall the school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Pupils achieve well because of the good quality teaching they receive and the positive ethos which successfully encourages and nurtures their capacity to learn.
- Pupils' attitudes and behaviour are very good and support their learning well.
- The head of service provides good leadership and there is good teamwork amongst staff.
- The provision for home tuition is good.
- Curricular provision is unsatisfactory because pupils do not receive enough teaching time on-site, especially in Years 7 to 9. This is largely a result of poor accommodation.
- The opportunities for extra-curricular and enrichment activities including use of the community and community resources are unsatisfactory.
- The provision of accreditation for Year 11 pupils is good.
- Systems for assessing pupils' work are good but parents and pupils do not receive information about pupils' academic progress and nor are short term targets set.
- The local education authority needs to monitor the cost-effectiveness of provision.

This is the first inspection of the service.

### STANDARDS ACHIEVED

Pupils' achievement at the end of:	in relation to individual targets in:	
	Subjects of the curriculum	personal and social education
Year 2	Good	n/a (as taught at home)
Year 6	Good	n/a (as taught at home)
Year 9	Satisfactory	Good
Year 11	Good	Good

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

Standards are overall below average by Years 9 and 11 and for most pupils receiving home tuition. Many pupils arrive with weak literacy skills and wide gaps in their prior learning. Whilst at the unit, they make good progress and make up much of the lost ground especially in Years 10 to 11. Hence **achievement is good overall**. It is consistently good in Years 10 to 11 and good in lessons in Years 7 to 9 but the longer term progress of pupils of this age is not as marked, and hence no better than satisfactory, because of the low level of teaching time. Pupils taught at home and in the hospital achieve well and achievement in Years 1 to 6 is also good. There are no significant or notable differences in the achievements of boys and girls or on the basis of ethnicity.

Pupils' behaviour and attitudes are very good. **Provision for pupils' spiritual, moral, social and cultural development is satisfactory.** Overall, pupils make good progress in their personal and social development. Attendance is well promoted and overall it is good given many of the pupils' circumstances.

## QUALITY OF EDUCATION

**The quality of education is satisfactory.** Though **teaching and learning are good, and often very good**, the quality of curricular provision is unsatisfactory largely because of the poor quality of accommodation. There are no recreational facilities and very little specialist accommodation so the full range of subjects cannot be taught. Classrooms are few in number and very small, limiting teaching groups to three or four pupils at most. As a result, pupils attending the unit do not receive full-time educational provision as they should. Those in Years 7 to 9 in particular receive too small an amount of formal teaching. Extra-curricular and enrichment activities are very limited, partly but not wholly due to the inadequacies of the accommodation. The service makes little use of community facilities to extend what is on offer. Reintegration of excluded pupils works reasonably effectively, and once a new school place has been found, the process is well supported so that in most cases reintegrated pupils successfully settle into their new schools. However, some pupils wait a long time for an alternative school place to be made available. Provision for pupils with special educational needs is good. Arrangements to support pupils with English as an additional language are informal but work effectively because of small class sizes and teachers' very good knowledge of pupils. Pupils are very well cared for. Assessment systems are good and used well for planning, but assessment is less well used to tell pupils and parents about the academic levels at which pupils are working or to set termly targets. Links with parents in other respects are good.

## LEADERSHIP AND MANAGEMENT

**The overall leadership and management of the service are good.** The head of service provides good leadership and promotes a clear direction for future development. An effective management structure ensures that staff with responsibilities acquit them well and provide good leadership for their areas. The senior management team promotes effective team work amongst staff and has a clear overview of the strengths and weaknesses of the service. The home tuition service is well led and managed though there is scope for subject co-ordinators to work more closely with home tutors. The local education authority meets its responsibilities satisfactorily. Though it has not ensured that pupils taught on-site receive full-time educational provision, this shortcoming is being addressed and plans are in motion to relocate the service so that full-time education will soon be possible. The responsible officer from the local education authority works well in partnership with the head of service to ensure that pupils receive good quality provision. There is active involvement of both in seeking to agree local protocols on reintegration of excluded pupils. Whilst spending by the service is monitored effectively, the cost effectiveness of the provision is not monitored rigorously enough or nor necessarily ensured by the local education authority.

## PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Pupils and their parents are positive about the service and the quality of education it provides. Both agree that the school expects pupils to work hard but both also express concerns about the limited amount of teaching time pupils receive.

## IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Extend curricular provision, especially for Years 7 to 9, so that pupils receive full-time education by addressing the issues in accommodation;
- Develop better links with the community and improve the provision for extra-curricular and enrichment activities;
- Use assessment information to set termly targets and better inform parents and pupils;
- Monitor the cost-effectiveness of the provision to ensure it provides better value for money.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in subjects and courses

Though overall standards are below average, pupils make good progress and achieve well overall. Achievement is better in Years 10 to 11 than for pupils in Years 7 to 9. Those from minority ethnic backgrounds achieve equally well. Pupils with identified special educational needs make good progress. Pupils receiving tuition at home or in hospital make good progress and are able to keep up with their school work sufficiently to help them re-integrate back into school after illness, and in the case of older pupils, to attain the right GCSE qualifications to move onto further education.

#### Main strengths and weaknesses

- Pupils taking GCSE courses achieve well.
- Year 11 pupils following the ASDAN<sup>1</sup> course make good progress and attain good results.
- Though achievement is at least satisfactory, and usually good or very good in lessons, the low curricular time has an adverse impact on pupils' longer-term achievement in Years 7 to 9.
- Pupils with special educational needs achieve well.

#### Commentary

1. Standards of work are below average by Years 9 and 11 and for most pupils in Years 1 to 6 receiving home or hospital tuition. However, achievement is good overall and most pupils begin to gain good levels of confidence in handling academic work during their time at the unit.
2. Year 11 pupils have the opportunity to take GCSEs, and most are able to take five GCSEs in order to support entry to post-16 education. The table below shows the levels of success at GCSE in 2004:

Subject	Number Entered	A*-G%	A*-C%
Mathematics	13	100	15
English	12	100	8
Science	9	100	22
Business and communication studies	6	100	16
Art	5	100	40

3. Pupils generally do well in relation to gaining GCSEs at grades A\* to G and many are successful in gaining grades A\* to C especially in art. The overall results for 2004, though below average, indicate good achievement for pupils who have often missed school for extended periods of time and have significant gaps in their skills, knowledge and understanding when they arrive at the unit.
4. Pupils in Year 11 who take part in ASDAN (Award Scheme Development and Accreditation Network), a nationally accredited programme of study leading to a recognised certificate of achievement, follow programmes of work based around key skills of literacy, numeracy and personal development. Pupils achieve well on this course as the modules of work are based on a variety of topics to broaden their knowledge and understanding in areas of particular interest to them. A dedicated group of teachers provides very good support and guidance

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<sup>1</sup> ASDAN stands for *Award Scheme Development and Accreditation Network* and is an alternative national accreditation scheme for 16-year-olds.

which encourages good attitudes and behaviour from pupils. Challenges set are activity based and teachers ensure that the level of challenge is appropriate to the needs and abilities of the pupils. Consequently the success rate is high and pupils work well towards the bronze and silver award levels, though few complete the latter. This course is a strength in the overall education provided by the unit.

5. Pupils achieve well, especially in Years 10 to 11. In Years 7 to 9, pupils' progress over time is not as good, though in lessons their achievement is usually good and at times very good. Over time, achievement in Years 7 to 9 is no better than satisfactory due to the small amount of teaching time they receive. There is no difference in achievement by gender or ethnicity. The one pupil who is at the early stages of learning English is making good progress in improving his oral fluency. Those for whom English is an additional language but who are fluent in English achieve well because their teachers know them well and provide very good support on an individual basis though there is scope for developing more formal tracking and support for these more advanced learners of English.
6. In English, achievement is good overall in Years 10 to 11 and some able pupils are reaching the standards that are above those expected by Year 11. Current Year 11 pupils are more able than those of last year and hence predicted to reach higher standards at GCSE than in the previous year. Though pupils in Years 7 to 9 make good progress and achieve well in lessons, their longer term progress is only satisfactory because of the low amount of curriculum time. This is also the case in mathematics and science where older pupils, those in Years 10 and 11, achieve well but younger ones could benefit from more time for learning in order to show as good an improvement in their work as older pupils.
7. Most pupils make good strides in developing their literacy skills. This is especially the case in literacy where many begin with poor skills in this area. Numeracy skills improve well overall. Information and communication technology skills are well developed by regular use of computers in subjects across the curriculum so achievement for pupils in both key stages is good. Those receiving home tuition are not provided with access to information and communication technology. Some do have their own computers but as yet there is no overall strategy from the service to exploit computer technology for home tuition.
8. Pupils with special educational needs make good progress as they benefit from the very good care, guidance and support provided by the service. Good emphasis is placed on the development of the key skills of literacy, numeracy and pupils' personal development. Hence, they make good progress in lessons in these areas. Many pupils with special educational needs achieve success in external accreditation either in GCSE courses or in the ASDAN course. Although pupils' attitudes and behaviour improve as they receive very good care and guidance from teachers there is little opportunity to develop their group social skills. The unsatisfactory accommodation limits their opportunities for mixing socially and their access to a wider range of activities in sport, drama or design and technology.
9. In subjects that were sampled, pupils' achievement was often very good. This was certainly the case in French where the standards of work were above average in the lesson seen and in Spanish. Achievement in the GCSE child development course and in art lessons in Years 7 to 11 was very good. Pupils made very good strides in improving their work and gaining new knowledge and skills as a result of intensive teaching and high expectations of them. Observations of home tuition lessons and scrutiny of work for pupils taught at home and in hospital indicate that they achieve well across all year groups.

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

Attendance is good overall, particularly given the fact that many pupils are school phobic and at the unit because of non-attendance in mainstream school. For most pupils attendance improves very well after they join the service. Attitudes to learning and pupils' behaviour are very good. Provision for personal development is satisfactory overall.

### **Main strengths and weaknesses**

- Most pupils show significant improvement in attendance.
- Pupils enjoy their lessons and value the acknowledgement of their achievements.
- Very good behaviour, attitudes and relationships result in a positive learning environment.
- The limited curriculum restricts opportunities for aspects of personal development such as group social skills and spiritual development.

**Commentary**

10. Pupils enjoy their lessons and most show significant improvement in attendance once they settle into the routines planned for them. The service has suitable arrangements to ensure effective monitoring of day-to-day attendance. It works well with the education welfare officer (EWO) when individual pupils and their families need additional support and encouragement to ensure attendance is regular. Staff are very prompt in contacting parents or carers if a pupil does not arrive for a lesson.

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

Authorised absence		Unauthorised absence	
Unit data	8	Unit data	5

*The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

11. Pupils feel happy and confident at the centre. They find their lessons interesting and enjoyable and this is reflected in the way they respond to the work that is planned for them. They particularly value the way in which every opportunity is taken to ensure all achievements are acknowledged and celebrated. Some would like a longer school day with more taught subjects and opportunities for activities outside of lessons. Skilled classroom management results in behaviour that is invariably very good. Pupils following the ASDAN course are very positive about it and recognise that achievement on the course is providing them with the skills and personal development necessary to go on to further education and training. Relationships throughout the service are very good. Pupils like and trust their teachers. They are confident that bullying is not tolerated and none of those spoken to during the inspection could recall any experience of it since starting at the centre. Pupils from the wide range of cultures represented within the service get on very well together. Hence, racial harmony is very good.
12. Pupils have a very clear understanding of the need for rules. They are aware of the expectations for their behaviour and interaction with others on-site and why rules are needed. There have been no exclusions over the previous school year. Those in Year 11 have a well-established personal, health and social education programme (PHSE) that ensures they explore the wider issues of living in a community and interacting with others. A programme that promotes similar values is being successfully piloted with other year groups attending lessons on-site. Although pupils value and get on well with their peers from a wide range of backgrounds, opportunities to learn about other beliefs and values are limited, particularly for those pupils not doing the ASDAN course. Social skills develop well in lessons but opportunities for pupils to interact informally at other times are not provided because of the limitations of the accommodation.

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education is satisfactory overall though most aspects of educational provision are good. A key weakness is the unsatisfactory curricular provision because pupils do not receive the full-time educational provision that they should. Teaching and learning are good overall as are care and guidance and links with parents.

**Teaching and learning**

The quality of teaching and learning is good. Assessment is well in place and arrangements effectively support pupils' learning, though there is room for improving the use of assessment.

### Main strengths and weaknesses

- Teaching and learning are good, often very good; hence they successfully support pupil achievement.
- Teaching for pupils with English as an additional language and for those with special educational needs is good.
- Teachers' expectations of pupils are high and time in lessons is well used.
- Home tuition is of high quality with lessons rarely being anything other than very good, and occasionally excellent.
- Assessment is well used to inform planning but less well for sharing information with parents and pupils about levels and GCSE grades that pupils are working at. Also subject co-ordinators do not monitor and track the work of pupils taught off-site (i.e. at home or in hospital).

### Commentary

#### Summary of teaching observed during the inspection in 37 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (5%)	13 (35%)	18 (49%)	3 (8%)	1 (3%)	0 (0)	0 (0)

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

13. The overall quality of teaching and learning is good. In the majority of lessons teaching was good or better and unsatisfactory teaching was rarely seen. Teaching and learning provided by home tutors are very good overall, and sometimes excellent. In all the subjects inspected in depth, including personal and social education, teaching was good with much very good teaching also being evident. As a result, pupils achieve well despite the low amount of curriculum time. Small class sizes help in that pupils receive intensive tuition which has a significant, positive impact on their learning and counters to some extent the low level of teaching time they receive, especially in Years 7 to 9. Good use of time and varied activities ensure that pupils are kept on task and are never bored in lessons.
14. Where teaching is no better than satisfactory, as in a small number of lessons, teachers are not as creative or dynamic as in lessons that are good or better. In the one unsatisfactory lesson, the teacher's management and organisation were key weaknesses that led to unsatisfactory learning.
15. Pupils with special educational needs are well supported by teachers. The referral process is systematic and thorough and leads to the good match of targets to the specific needs of the pupils. Pupils' individual education plans and specific targets are well matched to the statement objectives and these are well used by teachers to plan work that is appropriate for individual needs. There is good match of work to individual needs to support learning. Whilst teachers give good support to pupils with English as an additional language because they are so well focused on individuals and know their pupils extremely well, there are few formal systems for support as there are for pupils with special educational needs.
16. Assessment procedures are good so that pupils' work is regularly assessed. Marking is of good quality and written feedback is helpful in identifying for pupils what they need to do to improve. In discussion, pupils add that they receive useful and constructive oral feedback. However, pupils, and their parents, are not sufficiently aware of the GCSE grades or National Curriculum levels at which they are working. Nor are they provided with individual termly targets to work towards. Hence there is limited scope for pupils to take responsibility for their

progress and achievement. In information and communication technology, formal assessment procedures are developing and there are no baseline assessment arrangements to identify pupils' skills and knowledge when they start at the unit. Assessment for the ASDAN course is good. Home tutors assess pupils regularly and keep detailed notes of progress, however, there is no system for subject co-ordinators to track and monitor these pupils' progress. Assessment procedures for pupils with special educational needs are well established and the monitoring of progress is routinely recorded and data stored in a way which is accessible to teachers. Systems for assessing the needs of pupils with English as an additional language are developing. There are good systems for assessing beginners but currently systems are more limited when it comes to tracking the progress of more advanced learners. The co-ordinator for provision for pupils learning English is rectifying this situation.

## **The curriculum**

Curricular and extra-curricular provision is unsatisfactory overall mainly as a result of poor accommodation. Resources for teaching and staffing are satisfactory.

### **Main strengths and weaknesses**

- Accreditation opportunities in Years 10 to 11 for all levels of ability enable pupils to succeed.
- A flexible approach to staffing arrangements provides a good match of expertise to curricular needs.
- Preparation for further education is good.
- Poor accommodation limits the breadth and balance of the curriculum including opportunities for extra-curricular activities and enrichment. Insufficient hours are provided on-site for pupils in Years 7 to 11.

### **Commentary**

17. The tuition service provides a range of packages with varying provision including home and hospital tuition for pupils referred for medical reasons, education based on-site for pupils in Years 7 to 11 and a structured course of study in key skills for pupils in Year 11 at the Downshall Community Centre. In addition, Year 11 pupils are offered work experience placements on one day each week. Pupils referred for medical reasons in Years 1 to 6 receive five hours education each week as home or hospital tuition, and this is in line with national guidance. Pupils in Years 7 to 9 receive up to 8 hours each week which may be delivered on-site or as home tuition. Pupils in Years 10 and 11 receive between 5 and 19 hours according to the courses of study undertaken and dependent on their needs. For example, school refusers or vulnerable pupils who have a poor attendance record from their mainstream school are eased gently into tuition on-site. For example, one pupil with severe attendance problems began, on the recommendation of the educational psychologist, with only half an hour of tuition each week. The service expects to increase this gradually as the student gains confidence and is able to cope with longer periods. Nonetheless, the maximum time provided for pupils who are fit and healthy and are not school phobics, especially for those in Years 7 to 9, falls significantly short of the expected 25 hours a week.
18. The flexible approach to staffing arrangements where most teachers are on part-time or supply contracts means that there is a large pool of expertise available to match teachers to curriculum delivery. Consequently the home and hospital tuition service is able to respond to individual need on a rapidly changing basis and to provide specialist teaching in a wide range of subjects. This enables pupils who are unable to attend their school through illness to maintain a pace of learning which eases their return to school when they are fit to do so. English, mathematics and science are covered by home tutors along with some humanities and modern foreign languages work.
19. For pupils in Years 7 to 9, the curricular offer on-site includes English, mathematics, science, information and communication technology, art, French and personal and social education.

Though pupils follow the National Curriculum programmes of study in all subjects listed, they have not as yet been able to sit national tests in English, mathematics and science. However, the service plans to change that from this year on. The main aim of the service is to reintegrate pupils in Years 7 to 9 back into a mainstream school. This is done reasonably successfully and the curriculum followed by these pupils does support their learning sufficiently well to make re-integration easier. However, some permanently excluded pupils wait a long time before they are offered an alternative full-time place.

20. The service is able to offer mathematics, English, science, art, business and communication studies, child development and a modern foreign language at GCSE level. Although this curriculum is not extensive it does enable most pupils to achieve accreditation which will allow them to go on to further education. Pupils who do not take the GCSE course are provided with the opportunity to achieve accreditation through the ASDAN course which gives them the opportunity to develop their key skills and to go on to further education or work placements. Pupils taking the ASDAN option also benefit from one-day a week work experience and this contributes well to work related learning. Pupils are very successful at achieving the bronze award but few are attempting the silver award, and this is an area for development. The course takes place at the Downshall Community Centre where the pupils have a designated room for the work with good information and communication technology facilities and material resources. Information and communication technology and personal, social and health education are part of the curriculum for all pupils, including those taking GCSEs and those following the ASDAN accreditation route.
21. Resources are satisfactory overall. However, accommodation is poor. The main building is inadequate in size and quality and has been supplemented with a number of pre-fabricated buildings. Other than a small science laboratory, which is itself limited by the lack of a gas supply, and a small computer room, there are no specialist subject facilities. This restricts the curriculum on offer particularly in the more practical areas such as sport, drama and design and technology. Classrooms are so small that it is impossible to have groups larger than four even in the largest rooms. As a result, most group sizes range from 2 to 4 pupils. The net impact of this is that the numbers of pupils who can be taught at any one time in the centre is severely limited and, therefore, given the number on roll, pupils can attend only part-time in order that all can have some tuition time. Nor is there room for learning support staff, and consequently the service employs only one. Even the collective activities such as assemblies, special occasions, presentations or celebrations of success are unable to be held because of the lack of space so that opportunities to establish a feeling of community spirit amongst the pupils are very limited.
22. The service is unable to provide a mid-day meal for the pupils who attend on-site and there are no recreational facilities available at lunchtimes. The service also makes insufficient use of community facilities and consequently there are no opportunities for extra-curricular work. The lack of facilities for social interaction limits the opportunities for teachers to fully address the personal and social development needs of the pupils. In the case of pupils in Years 7 to 9 along with the insufficient hours available for their education this could act as a significant barrier to successful re-integration into school. However, the service staff make the very best use of the accommodation that they can and through their hard work and effective management overcome many of the drawbacks.
23. Good curricular provision is in place for pupils with special educational needs and for pupils who are beginners in learning English. For example, additional literacy and numeracy classes support both groups of pupils well. The curricular provision for advanced learners of English is less well developed, though individual teachers make appropriate adjustments.

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

Procedures to ensure the care, welfare, health and safety of pupils are very good. The provision of support and guidance based on monitoring is good. Arrangements to seek, value and act on pupils' views are satisfactory.

## **Main strengths and weaknesses**

- Staff are very alert to pupils' needs and provide very effective personal guidance.
- Pupils like and respect staff, enabling them to share problems and seek advice.
- Lessons are planned very well to meet individual needs and provide effective support.
- Pupils do not have individual National Curriculum or GCSE grade targets to work towards.

## **Commentary**

24. Staff know individual pupils and their personal circumstances very well indeed. Pupils think highly of staff. They value the efforts made on their behalf and develop good levels of confidence in their relationships. The service works very well to secure the support of other agencies where it is needed to meet individual needs. Child protection procedures are fully in place and staff are made aware of their responsibilities. There are established procedures to ensure health and safety requirements are met. First-aid needs are suitably catered for. The centre is actively implementing a 'healthy schools' programme. There are well-communicated rules to govern the safe use of the internet.
25. Induction arrangements are thorough and ensure pupils, parents and relevant staff are fully informed at the time of transfer from main stream education. Regular assessment of the work pupils do is usually used well to plan work that provides the right level of challenge. Marking is thorough and very good support is provided for pupils in lessons. Hence pupils know how to improve specific pieces of work. However, their understanding of how well they are doing in terms of the National Curriculum levels and GCSE grades that they are working at is underdeveloped. Nor are pupils set short term, subject specific targets to support improvement.
26. Pupils in Year 11 receive good guidance about options for education and training after age 16 years. For those in other years provision is less systematic. Personal guidance in Year 11 is well established. It covers the expected areas to prepare pupils to be contributing and effective adults when they leave school. Careers education is well covered in this and contributes useful insights into work related learning. For pupils in other years a well-planned personal guidance programme is being piloted and evaluated prior to being offered to all pupils.
27. Pupils are confident of being able to put their views to staff on an individual basis and know they will be listened to and taken seriously. Opportunities to express views on a whole-school basis are less well planned. Pupils have, however, been consulted about the 'healthy schools' programme.

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

The partnership between the service and parents is good and supports learning well. Community links are unsatisfactory. Links with other schools and colleges are satisfactory overall.

- Close contact with parents and carers is sought and maintained when problems arise.
- Good communications ensure parents and carers are aware of how well pupils are getting on generally and about specific achievements but written reports are not informative enough about academic development.
- Good links with the home tuition service and dual registered schools are maintained
- Use of the community involvement to extend learning opportunities is underdeveloped.

## **Commentary**

28. The well-planned induction programme ensures parents and carers are very well informed about the centre, its routines and expectations before children are enrolled. Personal tutors make prompt and regular contact when there is any cause for concern. They work together

well to resolve problems and to help pupils do as well as possible at the centre. Every opportunity is taken to ensure that parents and carers are kept informed about any specific achievements. Annual progress reports provide very good information about pupils' attitudes, their personal development and responses to lessons. Academic progress, levels attained in subjects and how to improve on these is less consistently well reported. A recently developed pro-forma for future progress reports has been designed with these areas in mind. Parents and carers are provided with suitable opportunities to discuss their children's end of year reports. The service takes care to provide translation/translators where parents speak English as an additional language.

29. The community, including off-site community facilities, is under-used as a means of extending classroom learning, enriching the curriculum and providing opportunities for personal development. This is in some part because of the limited amount of taught time available and restrictions imposed by accommodation. Staff are aware of the value to pupils of community involvement and would like to see opportunities extended. There is an effective work experience programme for pupils in Year 11 that provides quality placements for one day each week. Some opportunities to meet members of the community from a range of major world faiths are provided for pupils on the ASDAN course.
30. Before pupils are enrolled there is effective liaison between the service, the main-stream schools they are transferring from and the various agencies involved with their care. Staff, on-site and home-tuition, work well with the schools where pupils are dual registered. Where pupils are dual registered arrangements to support their re-entry to mainstream education are well planned and effective. For pupils who do not remain on the register of another school, despite good procedures to support re-entry, arrangements to ensure their return to mainstream education work less well in the sense that there is some reluctance on the part of schools to accept pupils who have previously been permanently excluded. It results in some pupils remaining at the centre for longer than is necessary. It also means that service staff, especially senior staff, are investing considerable time and energy in working with schools to persuade them to allocate places to these pupils. There are some college links, including a few pupils following courses such as NVQ courses in catering, to support progression into the next stage of education. There is little use of other educational and training providers to extend the limited curriculum, for example with vocational courses. The head of service is very actively involved with other local schools on a range of committees that support educational developments.

## **LEADERSHIP AND MANAGEMENT**

The head of service provides good leadership and manages the work of the service well. Other staff with management responsibilities provide good leadership of their areas resulting in a well-organised and managed service. The local education authority meets its responsibilities satisfactorily.

### **Main strengths and weaknesses**

- The head of the service is highly committed to ensuring pupils receive the best possible education they can and has a clear direction for development. She is well supported by her deputy and senior administrator.
- There is a transparent management structure and those with leadership responsibilities are clear about their roles.
- The local education authority does not ensure that pupils being educated on-site receive full time education though it has put into motion plans to address this weakness.
- There is insufficient examination and analysis of the cost-effectiveness of provision by the local authority.

### **Commentary**

31. The head of service provides good leadership to staff and places a high priority on promoting pupils' learning and achievement. There is a well-established sense of teamwork and common, well-understood goals. The senior management team, comprising the head of service, her deputy and the senior administrator, works effectively to promote a positive ethos and maintains a clear focus on educational provision. There is effective monitoring of the work of the service though plans are afoot to further formalise and improve monitoring procedures. However, the head of service has an accurate grasp of the strengths and weaknesses of the service. There has been good focus on teaching and learning, and national strategies are being well promoted to maintain high quality teaching and learning. Areas for development are well identified on the service improvement plan. The school's self-evaluation is accurate and its own assessment matches that of the inspection team.
32. The management structure is well established and lines of responsibility are effectively communicated and understood. As a result, middle managers carry out their managerial responsibilities well and provide good leadership for their areas of responsibility. Subject co-ordinators have a clear sense of direction for the development of their subject. There are some opportunities for them to monitor teaching and learning in their areas but this could be developed further. The home tuition co-ordinator manages this area of work well and ensures that home tutors are well briefed about pupils and what the tutors should be teaching. The co-ordinator has good opportunities for monitoring the work of the home tutors and knows well the strengths and weaknesses in her area of responsibility. There is scope, however, for subject co-ordinators to work more closely with home tutors on curriculum, assessment, including monitoring progress of pupils taught at home or in hospital, and teaching and learning. Co-ordinators for special education needs and provision for pupils with English as an additional language provide good leadership for their areas. Though the arrangements for supporting pupils for whom English as an additional language are informal, the co-ordinator is aware of this and has an action plan to formalise monitoring and support especially for advanced learners of English. She ensures good support is in place for beginners.
33. The responsible officer from the local education authority provides good support for the head of service and is also clearly aware of the development needs of the service. There is regular contact with the unit and visits are frequent. Increasingly, local education authority advisers and consultants are being brought in to support subject developments but as yet there is no formal monitoring of teaching and learning by the local education authority.
34. The local education authority provides a satisfactory steer to the strategic direction for the service. Though the local authority has not ensured that there is full-time educational provision for pupils in Years 7 to 11 who attend on-site, this issue has been recognised as needing priority attention. As a result, plans are being actioned to relocate the service in new accommodation where it will be possible to offer a broad and balanced curriculum. There is currently no management committee but this is in the process of being formed.
35. The head of service and the responsible officer are working effectively to promote relationships with schools and ease some of the issues of reintegration. They are currently negotiating with secondary headteachers to arrive at local protocols for placing excluded pupils.

36. The capitation for the service is well monitored and used so that funds for resources are well managed and used. Overall, however, the local education authority has not given sufficient attention to measuring the cost-effectiveness of the service. The very small class sizes, sometimes two or even only one pupil, make the provision expensive to run. Nonetheless, this issue of class size is now being rectified. The intensive work that teachers do with pupils and the good progress pupils make means that the service just about provides satisfactory value for money despite the high cost.

## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES**

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

There are currently no children under the age of six being educated at home or in hospital, so the foundation stage provision was not inspected.

### **SUBJECTS AND COURSES IN KEY STAGES 1 and 2**

The service provides home and hospital tuition to pupils in Years 1 to 6. Currently there are only a very small number of such pupils, about six. Only one home tuition lesson was observed of a pupil in these year groups as others were either not well enough or not being taught during the three days of the inspection. The lesson with the Year 1 pupil was very good.

Examples of pupils' written work show that they make good progress and achieve well during the period of time they receive tuition. Pupils develop their literacy and numeracy skills further. Younger pupils, for example, in Years 1 and 2, though demonstrating low overall attainment, are improving the levels at which they are working in both literacy and numeracy.

### **SUBJECTS AND COURSES IN KEY STAGES 3 and 4**

#### **ENGLISH AND MODERN FOREIGN LANGUAGES**

##### **English**

Provision in English is **good**

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

- Teachers are knowledgeable and their work is carefully planned. This ensures pupils learn effectively. Pupils achieve well in lessons because of a holistic approach to their needs.
- Teachers and pupils have very good relationships and expectations of learning and behaviour are high.
- Pupils leave in Year 11 with good accreditation and secure pathways to work placements or further education. Given their low starting points, they achieve well in GCSE examinations, vocational or alternative accredited courses.
- Although pupils in Years 7 to 9 make good progress in lessons they do not have enough time to develop the full breadth of study. This limits their experiences so, overall, their achievement is satisfactory.

##### **Commentary**

37. Pupils' attainment varies widely from work that is below average, particularly in Years 7, 8 and 9 to some that is above average in Year 11. Examination results for GCSE for 2004 show the majority of Year 11 pupils entered gained A\* to G grades, and a small number grades A\* to C. In 2005 pupils' predicted grades are higher than those of last year. Pupils who took alternative courses, for example the ASDAN and entry level literacy, had a good level of success. Pupils with special educational needs achieve well. There is no difference between the learning of different groups and all pupils, including those with English as additional language, make equivalent progress and achieve well.
38. Pupils in Year 10 and 11 make good progress and achieve well, with some instances of very good achievement. Teachers know their pupils very well and are expert at meeting their individual needs and helping them meet the examination course requirements. Pupils in Years 7 to 9 make good progress in lessons because of very well planned, intensive and skilled

teaching well matched to their individual needs. However, pupils in these years do not have enough teaching time or opportunities to broaden their subject knowledge and give them wider experiences. Therefore their achievement overall is satisfactory.

39. In Years 7 and 8 pupils listen carefully to adults and their peers and answer questions showing they have a good understanding of the work in hand. Teachers give a priority to pupils' speaking and listening skills in different contexts and this builds pupils' confidence and has a positive impact on their behaviour and social skills. In Year 9 pupils enjoy the imagery in the language when discussing Macbeth. Year 10 and 11 pupils discuss their short story texts confidently showing their understanding of the plot and enjoyment of the humour and pathos in the story.
40. Most pupils develop their reading skills well. A few who on entry have very limited literacy skills make good progress in both pre-reading and reading levels as a result of systematic and skilled teaching. Their enthusiasm for reading and interest in books is evident and work in class during the inspection showed pupils, particularly in Years 9, 10 and 11, had a good understanding of what they read. Higher attaining pupils commented perceptively on authors' techniques, particularly the use of irony and symbolism in the plot of a short story. Year 11 pupils use very good strategies as part of their revision. For example, they are able to use 'Mind Maps' to plan an examination answer and enjoy the use of spider diagrams, different colours and symbols to help them remember salient points. Planning based on the National Strategy and the National Curriculum, together with good emphasis on staff training and increased high-quality resources, is having a positive impact on the reading standards of pupils in Years 10 and 11. Although pupils in Years 7 to 9 make rapid progress in lessons, they have too few English lessons, due to shortages in accommodation, to sustain progress at this level over time.
41. Carefully structured teaching and the use of imaginative resources and displays together with systematic and skilled teaching have developed pupils' writing well. Several pupils who, on entry, lacked confidence and were reluctant to put pen to paper are now producing well-organised and well-expressed pieces of writing. Pupils use information and communication technology well to present work and support their learning. Higher-attaining pupils' coursework folders show good insights into the plots, characters and themes of what they read and they express this effectively in good quality, well-presented, and well-developed pieces of writing.
42. Teaching is good, with just under half the lessons seen being very good. Teachers are very skilled at encouraging pupils and involving them in their learning. They have good subject knowledge, understand their pupils and carefully match the work to individual needs. They are particularly good at managing the behaviour of pupils so they are able to concentrate on their learning.
43. The coordinator leads and manages the subject area well. She monitors the curriculum, teaching and standards effectively and has a good development plan. Planning is effective and consistent, which ensures the right balance of learning opportunities.

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

44. Literacy is promoted satisfactorily within other subjects, with a strong emphasis on speaking and listening in most lessons. However there is no policy and planning for literacy across the curriculum and because of this, opportunities to extend writing skills in some subjects are missed. However, there is good extended writing in English, art and design and child development. In modern foreign languages, there are good opportunities for pupils to speak, listen and respond and write in the foreign language. Good examples of pupils using language, extending their speaking and listening skills and developing their reading and research skills are also found in art, child development and information and communication technology and in the ASDAN course.

## Modern foreign languages

The service teaches modern foreign languages on site and there is provision for modern foreign languages to be taught to pupils receiving home tuition. Modern foreign languages were not inspected in depth. French and Spanish were sampled. One French lesson with a Year 9 pupil and a Spanish lesson taught at a Year 7 pupil's home were observed. Pupils' written work in French was examined. From these, it is evident that pupils make good progress. Both lessons observed were very good. In both, pupils achieved very well due to the highly challenging nature of the tasks provided and the teachers' very good preparation and planning. Very good relationships were also evident in both. Good use is made on-site of information and communication technology to support learning in French. Work sampled and work on display indicate that pupils achieve well and are well motivated.

## MATHEMATICS

Provision in mathematics is **good**.

### Main strengths and weaknesses

- The quality of teaching is good and enables pupils to make good progress in lessons.
- Pupils behave well and work hard.
- The leadership and management of the subject are good though aspects of assessment need to be improved.
- Pupils in Years 7 to 9 have too few lessons per week due to issues in accommodation and this means that their long term progress, and hence achievement, is limited to being satisfactory despite good achievement in lessons.

### Commentary

45. Pupils in Years 7 to 9 achieve well in lessons but the relatively small amount of teaching time they receive, because of the shortages in accommodation, means that achievement over time is not as good and is no better than satisfactory. In 2004, the thirteen pupils who sat the GCSE examination all gained a grade A\* to G, two pupils gaining grades A\* to C. In addition, eleven pupils who follow an alternative curriculum gained entry level mathematics passes. Most Year 10 and 11 pupils who attend regularly achieve well. Pupils receiving home tuition also achieve well.
46. Pupils in Years 7 to 9 who are taught on site follow a scheme of work which covers all aspects of the National Curriculum for mathematics. Work in their books, which is very well presented, includes number and shape and space and indicates satisfactory progress in these areas. The work in the books of Year 11 pupils shows that those whose attendance is good are well prepared for the examinations. Work in the books of pupils in Years 10 to 11 is extensive and some are coping very well with demanding mathematics such as expressing equations as graphs and vice versa. Overall, attainment is below average by Year 11 but this work shows that pupils have made good progress and are achieving well. Throughout the unit, pupils with special educational needs achieve as well as others.
47. The Year 7 to 9 curriculum for pupils attending on-site is well planned. However, the fact that they have only one hour of mathematics a week, makes it impossible for them to cover as much ground as they need to. Nonetheless, the intensive and good quality teaching they receive means that over time they are keeping sufficiently up with work to support their re-entry into mainstream school. Similarly the time allocated to those being tutored at home or in hospital is sufficient to enable them to keep-up with work and support their return to school after illness or, for Year 11 pupils, to achieve a mathematics GCSE at grades A\* to G and prepare them for the next stage of their careers.

48. The quality of mathematics teaching throughout the service, including home tuition, is good. Teachers have high expectations and challenge pupils according to individual pupils' prior knowledge and level of understanding. As a result, the pupils gain confidence and move forward in their learning and as teacher-pupil relationships are strong the pupils enjoy their learning. Pupils of all abilities and backgrounds achieve well and there are no significant differences between boys and girls or based on ethnicity. The quality of marking is good and provides pupils with encouragement and advice on how to improve.
49. The leadership and management of mathematics are good. The coordinator supports the second teacher well and together they are working on the improvement of short-term planning. Assessment procedures are good but need to be formalised to improve the tracking of pupil progress where pupils are taught at home or in hospital. Assessment information needs to be better used to tell pupils, parents and schools about the levels pupils are working at. At present pupils are not aware of their levels or grades and do not have attainment targets to work toward so that they may begin to take responsibility for their own learning.

### **Mathematics across the curriculum**

50. Pupils' skills of mathematics across the curriculum are below average, but they are supported where necessary to achieve well and use mathematics to support other areas of the curriculum. The mathematics curriculum plan ensures the development of the pupils' numerical skills. All aspects of mathematics are taught and basic numeracy skills are practised continuously. In science there are many opportunities for pupils to practise their number and mathematical skills such as taking measurements and creating graphs to represent data. There is, however, little evidence of the pupils' numeracy development in information and communication technology and personal and social education. For pupils who follow this alternative programme, numeracy development is addressed well through ASDAN. However, the mathematics co-ordinator has limited oversight of how well these pupils' numeracy skills are developing.
51. The subject coordinator has not yet audited the contribution to the pupils' numeracy development made by the ASDAN course, other subjects or the home tutors and there is no numeracy policy in place yet.

### **SCIENCE**

Provision in science is **good**.

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

- The quality of teaching is good resulting in pupils making good progress in lessons.
- Pupils in Years 10 and 11 achieve well in the single science GCSE course.
- Pupils' good behaviour and positive attitudes contribute to their good achievement.
- The leadership and management of the subject are good.
- Pupils in Years 7 to 9 have too few lessons per week and those in Years 10 and 11 do not have the option to study double science because of weaknesses in accommodation.
- Assessment procedures are good but assessment information could be better used to inform pupils, parents and mainstream schools of the levels and grades at which pupils are working.

#### **Commentary**

52. Attainment is below average by the end of Years 9 and 11, though that of Year 11 pupils is closer to the standards expected. Pupils in Years 7 to 9 achieve well in lessons but the relatively small amount of teaching time they receive, because of the shortages in accommodation, means that achievement over time is not as good. However, they do achieve satisfactorily due to the intensive tuition they receive within the small teaching groups. At the end of 2004, the nine pupils who sat the GCSE examination gained a grade A\* to G and two

pupils gained grades A\* to C. The Year 10 pupils who stay long-term at the unit and the Year 11 pupils are making good progress on the GCSE single science course and their achievement overall is good. The extra revision lessons for Year 11 pupils support their progress well.

53. Pupils in Years 7 to 9 who are taught on-site follow a scheme of work which covers all aspects of the National Curriculum for science. Pupils taught at home follow a scheme of work provided by their mainstream school. Their work is very well presented and includes a good balance of theory and practical work. Though the volume of work is small, due to low amount of lesson time, it is of satisfactory quality. The work in the books of Year 11 pupils shows that they are well prepared for the examination and are progressing well. The curriculum time for pupils who attend the unit for most of Years 10 and 11 is sufficient for the GCSE single science course. It is insufficient, however, for those pupils who would like to study double science.
54. The quality of science teaching is good. The teachers have high expectations and provide good levels of challenge to pupils. There is good match of work to individual needs enabling all pupils to achieve well and, hence, there is no noticeable difference in the achievements of pupils based on gender or ethnicity. The quality of marking is good and provides pupils with encouragement and advice on how to improve. In only one lesson was teaching unsatisfactory because the teacher did not assess the pupils' understanding well enough as the lesson proceeded largely due to weaknesses in class management and organisation. As a consequence the pupils made little progress. However, in other lessons, teachers planned well, questioned thoroughly and engaged the pupils in a range of novel activities to ensure they remained well motivated and achieved the aims of the lessons. In an excellent Year 11 lesson, the teacher's precision planning and story telling skills ensured the pupils were successful and thoroughly enjoyed their learning. Home tuition was of very good quality.
55. The leadership and management of science are good. The coordinator supports the second teacher well and together these teachers are working on the improvement of short-term planning. The adaptation of a very good published scheme is well underway. Assessment procedures are good but the subject co-ordinator needs to work more closely with home and hospital tutors to monitor the progress of pupils taught off-site. Also assessment needs to be better used to provide information to pupils, parents and schools about the levels and grades at which pupils are currently working. At present pupils are not aware of their levels or grades and do not have attainment targets to work toward so they are not in a position to take responsibility for their own learning.
56. A very small room has been imaginatively adapted to provide a basic laboratory but without a preparation room or adequate safe storage for chemicals, it is inadequate for good quality practical investigation work. Furthermore, without technician support, the teacher who uses this room for most of the week has too little time to organise her resources.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Pupils' learning and achievement is good because teaching is knowledgeable and skilled.
- Teachers select highly appropriate GCSE examination courses so that Year 11 pupils leave with good accreditation in information and communication technology.
- Teachers plan and organise their work very effectively and this leads to a systematic approach to teaching and recording achievement.
- Formal assessment for Years 7 to 9 is at an early stage of development and there is no baseline assessment for pupils on entry to the centre.
- Teachers use information and communication technology in their subject areas well to support learning.

## **Commentary**

57. Teaching within information and communication technology is good. Teachers are skilled and well trained and relationships throughout the school are very good. This has a positive impact on pupils' learning and achievement, which are good. The application of these skills in other subject areas is also good so that though the time in information and communication technology lessons is limited, pupils' good progress is sustained.
58. Pupils come to the unit with a wide range of levels of attainment in information and communication technology, some, according to teachers, with very little confidence and poor keyboard skills. However the majority of pupils leave with effective skills in computing and Year 11 pupils gain appropriate accreditation.
59. Teachers know the GCSE examination courses very well and choose them with great care, ensuring they are appropriate for the needs, capabilities and motivation of the pupils. This means that with strong support it is possible for Year 10 and 11 pupils to join the examination group at different stages in the year and acquire creditable results.
60. Year 10 and 11 pupils following the ASDAN course, also have good opportunities to extend their learning in information and communication technology
61. Teachers use the Key Stage 3 strategy very effectively. Their planning and organisation are effective and thorough and they understand and match work to their pupils' needs very skilfully. Pupils in Years 7 to 9, often from a low skills base, make rapid progress in developing their keyboard and computer skills. In one very good lesson a Year 9 boy produced a slide presentation, with sound, graphics, pictures, colours and text which he analysed and evaluated. He then refined and adapted it for a different audiences explaining confidently and logically his reasons.
62. Teachers systematically approach recording of achievement. Teachers are beginning to work on formal assessment systems for Years 7 to 9 but at present pupils' work is not levelled or graded according to National Curriculum or GCSE criteria. There is no baseline assessment for pupils on entry. Work is well marked with useful and constructive comments for pupils so that they know how to improve it.
63. Although the coordinator is relatively new to the role, his leadership and management of this subject are good. He has a realistic and suitable view for the future development of the department and his monitoring and evaluation role is developing well. He has set up a small computer suite and monitors teaching effectively to ensure there is continuity in provision. However the accommodation is small and severely limits class sizes. This curtails any enhancement or extra activities, such as clubs or visitors. Resources are satisfactory.

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

64. Subject teachers provide good opportunities for pupils to use computers to support their learning. Most subject departments plan and use information and communication technology well. It is particularly well used in English to draft and present work, to develop reading skills and to make presentations. In art and design pupils use it for research and in French they access web sites for work they can pursue at home. Teachers are confident and well trained in using computers effectively in preparing and presenting lessons.

## **VISUAL AND PERFORMING ARTS**

Art is taught at the centre but was not inspected in depth and was sampled. The quality of teaching in the lessons seen was very good and pupils achieve very well. They have good opportunities to express their ideas and thoughts and, throughout the unit, to develop their ideas using sketchbooks. The work is focused not just on practical study, but also on examining and analysing the work of other artists. Very good teaching enables pupils to draw ideas from their studies of famous artists

and develop them further through exploring their own responses to the pieces they examine in depth. Pupils in Year 11 have good support for developing their portfolios for GCSE and carry out detailed research work. Overall, the quality of work sampled was very good. It was also clear that the art teachers were providing very good support to pupils with English as an additional language to help with development of both oral and written English.

## **BUSINESS AND OTHER VOCATIONAL COURSES**

### **ASDAN (Award Scheme Development and Accreditation Network).**

This is a nationally accredited programme of study leading to a recognised certificate of achievement. Pupils in Year 11 who take part in this course follow programmes of work based around key skills of literacy, numeracy and personal development. Pupils achieve well on this course as the modules of work are based on a variety of topics to broaden their knowledge and understanding in areas of particular interest to them. Vocational strands such as work related learning and skills of co-operation and collaboration are well developed through the course. A dedicated group of teachers provides very good support and guidance which encourages the good attitudes and behaviour from the pupils. Challenges set are activity based and teachers ensure that the level of challenge is appropriate to the needs and abilities of the pupils. Consequently the success rate is high and pupils work towards the bronze and silver award levels, though few are tackling work at the silver award level and this is an area for development. Pupils have a designated room for the work and there are good information and communication technology facilities and other material resources. Pupils are very positive about the course and recognise that achievement on the course is providing them with the skills and personal development necessary to go on to further education and training. This course makes a strong contribution to the overall education provided by the unit.

### **Child Development**

The unit offers a GCSE child development course. Two child development lessons were observed, one in Year 11 and one in Year 10. Both were good. The teachers' expectations were high and work was very well planned for the needs of pupils. As a result they achieved well and overall standards are average in the current Year 11. Pupils' attitudes to the work are very good and they co-operate well with the teacher. This GCSE course provides a good opportunity for pupils to develop their knowledge and understanding in an area that is vocationally oriented and provides them with a good basis from which to widen their future career choices.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

Provision for personal, health and social education is good overall. For pupils in Year 11 it is well established and provides good coverage of personal and careers guidance, health education and aspects of citizenship. For pupils in other years a recently developed and well-planned programme is currently being piloted with some pupils. A great deal of work has been done to ensure it is tailored to meet the needs of pupils at the unit. It covers all the expected areas of guidance and is being evaluated by both staff and pupils prior to being extended to all pupils attending the unit. In lessons seen work provided was relevant and activities planned very well to engage and maintain interest. The programme is managed and co-ordinated well.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	n/a
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	4
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	5
Enrichment of the curriculum, including out-of-school activities	5
Accommodation and resources	5
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	5
The school's links with other schools and colleges	4
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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

*poor (6); very poor (7).*