

INSPECTION REPORT

**BEHAVIOUR SUPPORT AND TUITION SERVICE
(THE NEW TUNMARSH CENTRE PUPIL REFERRAL UNIT)**

Newham

LEA area: Newham

Unique reference number: 102708

Teacher-in-charge: Chris Wyatt

Reporting inspector: Gulshan Kayembe
2901

Dates of inspection: 2 – 4 June 2003

Inspection number: 255099

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE UNIT

Range of needs supported: Excluded Pupils with Emotional Behavioural Difficulties; Pupils at risk of exclusion from mainstream; Pupils with medical and/or mental health needs; Teenage Parents.

School category: Pupil Referral Unit

Age range of pupils: 5 – 16

Gender of pupils: Mixed

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Appropriate authority: Local Education Authority

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Date of previous inspection: 20 April 1998

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9614	Carolyn Webb	Lay inspector	Educational inclusion including race equality	Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
1795	Joyce Sanderson	Team inspector	English	How good are the curricular and other opportunities offered to the pupils?
			Food technology	
32874	John Raho	Team inspector	Mathematics	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE UNIT

The single pupil referral unit (PRU) in Newham is located in the New Tunmarsh Centre which also houses many of the local education authority (LEA) behaviour support services. About 100 pupils between the ages of 5 and 16 are currently registered at the centre. The majority are of secondary school age. The centre has a wide remit, catering as it does for the following categories of pupils:

- i. Excluded pupils with Emotional Behavioural Difficulties (EBD) – these pupils are taught full time at the centre and currently there are 30 such pupils aged between 11 and 16.
- ii. Pupils at risk of exclusion from their mainstream, secondary schools. These pupils receive a tailor made, full-time, six-week course at the centre which is paid for by their school. There are three such places.
- iii. Pupils with medical and/or mental health needs who are physically able to attend school but would be, and feel they are, vulnerable in a mainstream setting. There are 22 such pupils receiving full-time tuition at the centre, and all are in Years 10 or 11.
- iv. Pupils with medical and/or mental health needs who cannot attend the centre due to the nature of their needs. They receive a minimum of five hours tuition a week at home or are taught in hospital. Some of these pupils come to the centre for specific lessons. A small number have very complex needs such as extreme autism or acute psychotic.
- v. Teenage parents, who receive tuition at home and at the centre on a part-time basis. Currently these are all girls who are supported back into full-time education after maternity leave. The centre has supported the occasional teenage father.

The centre has a few emergency places, about three, for pupils who are excluded for more than 15 days or where a pupil in local mainstream school experiences a traumatic time and needs support. There are currently six primary aged pupils who are receiving hospital tuition. Boys outnumber girls overall but this is mainly due to the disproportionate number of boys in the EBD group, where they outnumber girls by four to one. Slightly more girls are supported through home/hospital tuition than boys. Just over half the pupils are of white UK heritage. The remaining pupils come from a wide range of minority ethnic backgrounds, the largest group being Black Caribbean (16 per cent), and a further 15 per cent are of either mixed white and black, black African or any other Black background. About 10 per cent of pupils are of Asian origin – Pakistani, Bangladeshi or Indian. All are fluent in English and none is identified as requiring support for learning English as an additional language.

Currently, the pupils with EBD and those with medical and/or mental health needs are taught in separate groups. However, this is planned to change over the next year. When the centre was last inspected in 1998, provision for the two groups was separate and staff tended to teach one group or the other. More staff now teach both groups. In addition, the home and hospital tuition services were not part of the centre during the last inspection. The services for teenage parents are a more recent feature of the centre and began as part of a pilot project in conjunction with the Department for Education and Skills (DfES).

All pupils are designated as having special educational needs and just under a third have a statement. The majority, nearly two-thirds, are identified as having EBD. The remaining range from psychiatric, medical or physical needs to learning difficulties. Attainment on entry to the centre is well below average overall but ranges from well above average to very low. Some of the pupils receiving home or hospital tuition come with high prior attainment though an extended period of illness means that they begin to fall behind with their schoolwork.

HOW GOOD THE UNIT IS

The centre provides a good standard of education for its pupils. The overall quality of teaching is good hence pupils make good progress. Progress for older pupils is better, especially in English. Progress in literacy for pupils in Years 7 to 9 is held back because provision in this area is underdeveloped. Nonetheless, overall achievement is good. Pupils' individual needs are met well on the whole and progress in areas of need, such as behaviour and personal and social development, as well as academic progress is good. The leadership provided by the head of the behaviour service, who is the LEA officer responsible for the centre, and the teacher-in-charge is very good. This results in a clear direction for development. The centre is well managed and provides good value for money.

What the unit does well

- Leadership is very good and provides a clear direction for development and for continuous improvement.
- The pastoral care is of a high standard and there is a very strong, positive ethos. As a result, very good relationships are established with pupils, especially with those with EBD.
- The range and variety of experiences and activities offered within the centre are good and help to promote pupils' development further.
- The quality of teaching and learning in Years 10 to 11 is consistently good hence the progress made by pupils in these year groups is also consistently good.
- The provision for art, food studies, information and communication technology and music is particularly strong and pupils achieve well, often very well, in these subjects.
- The links with parents are developed well and parents' views of the centre are very positive.

What could be improved

- Provision in English and particularly for development of literacy.
- Further development of the use of assessment to guide short and long term planning.
- Roles of middle managers.
- Accommodation and resources for developing practical work in mathematics.

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

HOW THE UNIT HAS IMPROVED SINCE ITS LAST INSPECTION

The centre has improved markedly since the last inspection in April 1998. The quality of teaching is now much better. No unsatisfactory teaching was seen. Pupils are making good progress and achieving well in most areas of the curriculum. Music and art remain key strengths, and food studies and ICT are also now strong. The key issues from the last inspection have been tackled very well. As a result the curricular provision, which was found to be unsatisfactory, is now good. There is good co-ordination of use of ICT, and co-ordination of literacy and numeracy has improved but still requires further development, partly because the demands have increased since the last inspection with the introduction of the Key Stage 3 strategy. Provision for literacy is currently unsatisfactory. Significant improvement has taken place in the systems and procedures for monitoring and evaluation so that they are now very good. The LEA now fully meets its statutory responsibilities. Overall, improvement since the last inspection has been good.

STANDARDS

The table summarises inspectors' judgements about how well pupils are achieving in relation to their individual targets.

Progress in:	by Year 9	by Year 11
English	C	B
mathematics	C	B
science	C	B
personal, social and health education	B	B
other personal targets set at annual reviews or in IEPs*	B	B

Key	
very good	A
good	B
satisfactory	C
unsatisfactory	D
poor	E

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

Though overall standards of work are below average by the end of Year 11, and well below average by the end of Year 9, pupils make good progress and achieve well overall. In art and design, and in the performance strand of the music curriculum, standards are broadly average by the end of Year 11. This is a remarkable achievement given that many pupils entered the centre with little prior knowledge or skill in either area. Generally, pupils in Years 10 to 11 make good, often very good, progress. Achievement in English, mathematics and science is satisfactory in Years 7 to 9. In English, poor literacy skills hold back pupils' progress in these year groups. Progress is good for older pupils in English, mathematics and science, and at times it is very good. Pupils receiving home or hospital tuition and teenage parents make good progress given their situations and the fact that their education is interrupted in many cases by illness or the birth of a baby. Very good provision for ICT results in pupils making good progress. They also make good progress in food studies. Those pupils who go on to take GCSEs achieve creditable results. GCSE results in art and design are good.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the unit	Good. Pupils who have full-time education enjoy coming to the centre. They are keen to participate in activities, particularly practical work or activities. Those who are tutored at home or in hospital are positive about their work and keen to do it.
Behaviour, in and out of classrooms	Good. Most pupils with EBD make good progress towards their behaviour targets. Short-term exclusions are high but effective in modifying behaviour.
Personal development and relationships	Good. Pupils learn to become more mature and to understand others' needs. Relationships are very good.
Attendance	This remains well below the average of mainstream schools, but is comparable to rates in other London PRUs. The attendance for individual pupils improves well. Many have a history of poor attendance at their mainstream schools.

By the time that they reach Years 10 and 11, pupils' behaviour has improved significantly. This improvement contributes to successful re-integration for most pupils in Years 7 to 9 and the much reduced level of exclusion amongst those who complete the six-week pre-exclusion course when they go back.

TEACHING AND LEARNING

Teaching of pupils:	Years 7 - 11
Quality of teaching	Good

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

The overall quality of teaching and learning is good across all areas of the centre's work i.e. the home and hospital tuition service, in the centre itself and in the provision for teenage parents. It is never less than satisfactory. Within the centre, teaching is good, often very good, for pupils in Years 10 to 11. The overall teaching in Years 7 to 9 is satisfactory, often good. Teaching is satisfactory in English in the centre, though good overall and good for pupils receiving home or hospital tuition. Teaching in mathematics, science and personal and social education is good overall, though better in mathematics and science in Years 10 to 11, where it is good, than in Years 7 to 9, where it is satisfactory. In art and design the quality of teaching is excellent and in music it is consistently very good. Food studies and ICT are both taught well. Particular strengths in teaching include a highly purposeful learning environment, high expectations and sensitive but firm management of pupils. Where teaching is very good or excellent, the planning and preparation are of a high standard and teachers have the ability to inspire and motivate pupils to engage very productively and enthusiastically with their learning. In these lessons, pupils work with energy, pace and vigour and demonstrate creditable levels of concentration and perseverance. Methods and tasks provided are often imaginative and exciting. Where teaching is less successful, the pace is slow and pupils are not as well managed as they need to be. Though teachers in many cases meet the needs of individuals effectively, there are missed opportunities to provide work that is matched to individual needs, especially in English and mathematics. There is scope for sharper use of on-going assessment so that teachers can plan individualised tasks in lessons more frequently.

OTHER ASPECTS OF THE UNIT

Aspect	Comment
The quality and range of the curriculum	Good. The overall curricular provision for pupils being educated full-time at the centre is broad and balanced, and a very good range of extra-curricular and curriculum enrichment activities is in place. The home and hospital tuition curriculum focuses mainly on literacy and numeracy but is adapted well to the needs of individuals. For example, some pupils are taking upwards of seven GCSEs and home tutors provide effective support across the range.
Provision for pupils with special educational needs	Good overall. Individual education plans (IEPs) are in place and reviewed termly. There are clear targets for behaviour and attitudes though literacy targets are not sufficiently in place.

Provision for pupils with English as an additional language (EAL)	No pupils have EAL needs. Pupils from minority ethnic backgrounds achieve as well as those of white UK heritage.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Provision is good for spiritual, moral, social and cultural development. Good attention is paid to raising pupils' awareness of different cultures and the cultural backgrounds of pupils in the centre are recognised. Personal, health and social education lessons make a strong contribution to social and moral development.
How well the unit cares for its pupils	Pastoral care has many very good features, such as the care and attention to personal welfare. Procedures for monitoring and encouraging good behaviour and attendance are good. The centre has very well developed links with parents.

Overall assessment procedures are sound, but some aspects need to be developed further in English. Assessment information is not fully used to inform planning in the short term and the longer term.

HOW WELL THE UNIT IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The overall leadership and management of the centre are good and the leadership provided by the responsible officer and the teacher-in-charge is very good. Delegation of duties is generally good, especially to senior staff. There is a need, recognised by the centre, to develop further the roles of middle managers.
How well the LEA fulfils its responsibilities	Very well. All statutory requirements are fully met and there is very good on-going support and monitoring for the work of the centre.
The unit's evaluation of its performance	Very good. There is very good on-going checking of day-to-day work, including teaching and learning. Data are very carefully analysed to assess the centre's progress towards improvement objectives. Self-evaluation is well in place.
The strategic use of resources	Very good. Resources are used very well to support the centre's work and funds are targeted very well towards educational priorities so that best value is gained from spending decisions. There are sufficient, qualified staff to meet curricular needs.

Availability of accommodation and resources is good overall, though insufficient for practical work in mathematics.

PARENTS' AND CARERS' VIEWS OF THE UNIT

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• That their children like school• That their children are making good progress• That the teaching is good• That the centre expects pupils to work hard• That the centre is approachable• The centre is well managed	<ul style="list-style-type: none">• Homework

Parents' overall views of the centre were very positive. The inspection findings agree with the areas of the centre's work that pleased most parents in their responses to the questionnaire and in the meeting with inspectors. Though about a quarter of the parents responding to the questionnaire were not happy with the amount of homework provided, the inspection findings indicate that this is not an issue. Pupils are appropriately provided with homework. Those who receive home tuition are given a good range of homework to do in between sessions.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The unit's results and pupils' achievements

1. The overall attainment on entry is well below average. It is well below average for many pupils, especially for most of those who are being taught on a full-time basis at the centre. Many of these pupils have missed much of their education due to absence from school. However, the current Year 10 is a better cohort with attainment on entry that is below rather than well below average. The range of attainment of pupils being tutored at home or in hospital is very varied being very low in the case of some who have complex needs, to pupils are taking seven or more GCSEs. Pupils in the hospital, who can be in because of a broken arm, diabetes, cancer or for acute psychosis, make good short-term gains. Achievement for most is good whilst in hospital, though their attainment is very varied and dependent on prior attainment before entering hospital.
2. Given the range of attainment on entry, the overall attainment remains below average overall, and well below by Year 9, but achievement is good as pupils make good progress, especially those in Years 10 to 11. In some subjects the progress is very good, as in art and design and music. Improvement since the last inspection has been good. Strengths in subjects such as art and design and music have been maintained, whilst there has been improvement in the rate of progress in most other subjects. This tended to be mainly satisfactory last time and is now mostly good.
3. Overall, pupils in Years 7 to 9 make satisfactory progress, though in a few subjects, their progress is good. Progress in personal and social development is good and this is particularly relevant for those in full-time education at the centre. As a result, there is very successful re-integration of these pupils into mainstream schools. The pupils on a short-term six-week course also make good progress in their personal and social education and in managing their behaviour better. Thus, relatively few are subsequently excluded permanently from their mainstream school.
4. In Years 10 to 11, progress is good. In many subjects, the Year 10 pupils studying at the centre are reaching close to average standards. By Year 11, standards remain below average, though pupils obtain creditable results in the GCSEs they undertake and in achievement tests which are accredited by a recognised examination board. From those pupils based at the centre, it has in the past been mostly the ones with medical/mental health needs who have been entered for GCSEs. However, this has changed in the current year and the number now taking GCSEs has almost doubled as a result of the EBD pupils also being encouraged to take GCSEs.
5. The 2002 GCSE results indicate that of the total number of GCSEs that were taken, 17 per cent were at grades A* to C and 86 per cent were at grades A* to G. The best results were in art and design. Of the three pupils who took the examination, two gained a B and one a C grade. Results reflect the results attained at the time of the last inspection. The excluded pupils who took GCSEs did well and all gained grades between C and E. Their overall result was 17 per cent A* to C and 90 per cent A* to G. Overall, the attainment is below average, but shows good progress against prior attainment and given the context of breaks in education due to factors such as exclusion, illness or non-attendance on mental health grounds. In English, three out of eight pupils achieved a grade C and the remaining five gained grades D to F. In mathematics, six pupils gained grades D to F grades. All eight pupils entered for the external basic skills test in English gained distinctions, whilst in the numeracy test

seven pupils achieved distinctions and one a merit. Overall, the results show good achievement especially where pupils have often completed syllabuses in a relatively short period of time.

6. Results for Year 9 pupils in the National Curriculum tests in 2002 in mathematics were low, but again show good progress. Results also showed that there was a wide ability range from a National Curriculum Level 2 to Level 5. Three out of 14 pupils gained a Level 5, and six were at level 4. Two were still at Level 2. Overall, the results were fairly low when compared to national averages, but the achievement was satisfactory. In 2003, Year 9 pupils took National Curriculum tests in English, science and mathematics. However, results are not yet available.

English

7. The progress of excluded pupils in Year 9 is just satisfactory. Pupils arrive at the centre with negative attitudes to English, particularly to writing. Teachers, therefore, have to motivate pupils. They succeed to the extent that pupils learn and consolidate basic language knowledge such as simple, compound and complex sentences. Most pupils need much help to read texts and do not read much beyond what is required in lessons. Very little extended writing is attempted.
8. By the end of Year 11, the progress of the EBD pupils and those with medical or mental health needs is good. The number entering GCSE examinations has doubled this year. More of them are excluded pupils. Almost all have a complete folder of coursework. The six pieces represent somewhat below-average work but show organisation of ideas. Meaning is clear and occasionally vividly conveyed, despite spelling and grammar errors.

Mathematics

9. In mathematics, by Year 11, all pupils develop a secure knowledge of numbers and make good progress in developing their mathematical knowledge in relation to shape and space, data-handling and in solving everyday problems as a result of a well-conceived scheme of work which is delivered well. Most pupils accurately calculate square roots and cubed numbers, and round six-figure numbers to the nearest ten, hundred or thousand. Pupils handle simple statistical calculations effectively and use calculators appropriately. Graphical knowledge is sound when it comes to drawing simple line graphs or recording and analysing data. Most pupils use simple mathematical formulae to solve uncomplicated algebraic equations or simple everyday problems, such as, calculating the area of an L-shaped floor, the area of a circle or using Pythagoras' theorem to work out the size of one side of a triangle. Lower-attaining pupils make good progress in numeracy skills in lessons through a good matching of tasks to their abilities; but do not make as much progress over time, because the targets in their individual education plans are not specific enough, making such progress difficult to measure. A number of pupils in the centre are making good progress towards GCSE examinations and this is mainly due to improvements in their attitudes towards learning and to the more individual teaching they receive. A number of home tuition pupils are showing high levels of attainment and are making good progress also towards preparation for GCSE.
10. In Years 7 to 9, pupils make satisfactory progress and extend their knowledge of numbers, though overall attainment remains fairly low. They carry out long multiplication using figures up to 100 and add up to 10,000. Because of severe behaviour problems in the classes observed, the knowledge and levels of achievement,

indicated in assessment tests and in the computerised numeracy learning program, were not in evidence. Analysis of written work indicated that most pupils were developing secure numeracy skills and could, for example, use equivalent measurements, for example 1m represented by 100cm, and convert whole numbers to fractions. The computerised numeracy learning program makes a significant contribution to progress in Years 7 to 9 and during observations this was effective in helping pupils to stay on task and make satisfactory progress.

11. Development of numeracy across the curriculum is satisfactory overall, particularly in Years 10 to 11 and pupils have sufficient basic skills in numeracy to ensure they are not held back from making progress in subjects where numeracy is used. However, the lack of a more practical approach, such as the use of more physical and visual activities rather than always using pen and paper, means that opportunities for further improving progress are missed particularly for younger pupils.

Science

12. Standards of attainment at the end of Year 9 and Year 11 as judged by test results and teacher assessment are below average. However standards of some of the current Year 9 pupils and many of the current Year 10 pupils are at least average and most Year 10 pupils are expected to be entered for the higher-level GCSE examination. The overall progress made is satisfactory in Years 7 to 9, and good in Years 10 to 11.
13. The work in the books of pupils in Years 7 to 11 shows that those who attend regularly are working at a similar pace and covering similar topics to their mainstream peers. The completed exercises indicate that they have made good progress and grasped effectively the salient points in topics covered in the three main areas of study: life processes, materials and their properties, and physical processes. For example, records show that most pupils have understood the essential structure and functions of the main human and plant organs. They have gained sound understanding of different types of chemical reactions through performing experiments and they have carried out investigations such as comparing rates of reaction. Much of their work on forces and energy includes their own investigation work. Year 10 pupils starting the GCSE topic on electricity had remembered work they had learned earlier and were able to proceed at a faster rate, relishing the ever more challenging tasks set by the teacher. These pupils' good achievement is such that by the end of Year 9, they are well prepared for the national tests and by the end of Year 11 for the GCSE examination.

Information and communication technology (ICT)

14. In information and communication technology (ICT), many pupils enter the centre with limited prior experience. By Year 11, in some aspects, such as using word processing to draft their course work in English, pupils show reasonable skill. Pupils appreciate the value that ICT can add to the accuracy and presentation of their work and some are tenacious in completing the task to a good standard. There is much variation in the confidence and speed of use of equipment, with some pupils being very experienced at using computers, but achieving relatively low level outcomes. Most have the necessary basic skills to be autonomous users. However, some are still at a very early stage in developing their skills and confidence, and remain hesitant and uncertain.
15. The school assesses skills on entry and all pupils use a learning program to develop literacy and numeracy skills twice weekly. The program records their progress. Pupils who previously did not respond to classroom teaching were seen responding well to this program and attempting the tasks.

16. Pupils are also taught how to construct computers and are able to do this after training. Some able pupils are used to carry out upgrade work on the centre's PCs. One pupil, who has now left, runs a business successfully constructing computers.
17. Overall progress of pupils is good in ICT, considering the very low-level skills of most on entry. Accreditation through a certificate of achievement is having a positive impact on pupils' attainment. Good progress is made in Year 10 lessons and pupils are on target to achieve the standards expected of the course. A few pupils, approximately four or five, are expected to move on to take GCSE examinations. Early work on word processing and desktop publishing is making a useful contribution to developing key aspects of literacy such as spelling and punctuation. This could now be extended by using commercially available software to diagnose weaknesses in basic literacy and numeracy, and to instigate specific programmes to address them. Pupils have an increasingly broad experience of using ICT to support their learning in other subjects. This includes games to support the study of drug abuse in personal, social and health education lessons.

Art and design

18. Pupils enter the centre at various points between Year 7 to 11 usually with very low confidence in their ability to draw and paint, and standards well below expectation for their age. Because of the excellent teaching they receive, by Year 9 most attain standards in line with the national average. For those who take a GCSE, standards are in line with the national average but many pupils achieve GCSE grades which are above that level. Achievement is very good because of the very good teaching and support pupils receive. By Year 11, pupils express their ideas and feelings well using a wide range of media. They enhance their work most effectively using the skills and techniques the teacher has shown them. Most produce very high quality drawings and paintings which are imaginative and expressive. The highest attainers make excellent use of negative shapes to bring their piece alive and skilfully reflect colour in their very large paintings because of the expert support given by their teacher. Their use of the computer for investigation and design is in line with the national average.
19. Some of the pupils receiving home tuition come into the centre for regular lessons. They too are making very good progress and developing their confidence in terms of expressing their feelings, developing understanding of the work of other artists and experimenting with a range of media, such as clay and computer aided design.

Food Technology

20. Progress at the end of Years 9 and 11 is good. Pupils who may have had little previous experience of the subject, speedily acquire the skills necessary to cook a range of dishes. In Year 10, pupils understand well the process and explain that timing the addition of eggs makes the difference between scrambled eggs and choux pastry. By the end of Year 11, practical skills are broadly average. There have not yet been any GCSE catering courses because classes were formed too late to complete the syllabus. Currently a Year 10 class has begun GCSE work.

Music

21. The main focus of teaching is on the skills of performance and developing some music reading skills. No pupils in Years 7 to 9 were observed being taught or playing. Progress for pupils in Years 10 to 11 is very good. They develop at a very good rate the

ability to play an instrument, usually guitar, drums or keyboard, and also to sing. The standards of work are in line with age-related expectations, and this is a remarkable achievement for many who have never played or sung before. The performance skills indicate a good ear and the capacity to follow the required pattern of chords to produce a recognisable tune or harmony. When playing in groups, pupils perform harmoniously together and are well in tune with one another.

Physical education

22. The pupils in Years 7 to 9 and some in Year 10 and 11 enjoy the wide variety of sporting activities offered at the centre every afternoon or during the Year 10/11 timetabled lessons in the mornings. All these pupils take part whether or not they are talented in particular areas or not. The pupils make very good progress in their development of sporting skills and in their personal and social development. During a coaching session presented by a professional football coach, the pupils displayed their improving listening skills and their ability to work well as a team.

Special Educational Needs

23. Since all pupils have special educational needs, the overall progress is the same as for all pupils. Generally, pupils make good progress against the targets in their individual educational plans (IEPs). Progress, however, in English/literacy is hindered by the lack of specific literacy targets in IEPs to inform planning. Some pupils with very challenging behaviours make very good progress in managing their own behaviour, as a result of the very good quality support they are given in the PRU, and are successfully re-integrated back into mainstream school. For example, a Year 9 pupil, visited in the secondary school where she had been successfully re-integrated, had taken on the responsibility for managing her own behaviour. She said: *'I have chosen where I sit in lessons so that I sit beside a friend who is sensible'*. In the mainstream music lesson observed she was fully included and made good progress. A disaffected Year 9 pupil with very challenging behaviour made very good progress in his art lesson in the PRU and expressed his feelings using symbols as part of his art project.
24. Vulnerable pupils with complex needs in the PRU sometimes make very good progress. A pupil with significant difficulties in Year 11 has produced an illustrated story in art worthy of an A grade at GCSE. However, some pupils with very complex needs who are being tutored at home or in the hospital, and for whom the service is not equipped to cater, are waiting for some time before being placed in appropriate provision. Progress for these pupils can be slower as a result, though the home/hospital tuition services make considerable effort to understand and provide for their needs.

Pupils' attitudes, values and personal development

25. The centre very successfully promotes positive attitudes and values in all pupils, motivating where disillusionment and disaffection have set in and challenging anti-education culture. Those excluded from their schools, for whatever reason, or attending the short and well focused pre-exclusion course are encouraged to review their ideas, to learn from previous experience and to make the most of this fresh start. There is no recrimination but concerted, determined, well-structured and effective support from all staff to empower and enable pupils to make the most of the opportunities on offer. Pupils who have been referred to the centre for medical reasons or who are being educated off-site, at home or in hospital, are equally well-supported, encouraged and motivated to take advantage of the assistance and well focused educational opportunities available. As a result, pupils' attitudes and responses to the education they receive at the centre are very positive, especially so by the time they are in Years 10 and 11. Those taught in the centre are keen to come and participation in the centre's activities is enthusiastic. Older pupils are anxious to take formal examinations or tests in order to gain qualifications for the next step in their careers. Almost all who leave at the end of Year 11 have a placement for college or training or a job to go to. This indicates the extent to which attitudes have improved. Pupils receiving home or hospital tuition and teenage parents are also keen to continue their studies and are mature in their approaches to work during sessions.
26. Attendance at the centre, overall, is satisfactory because of the good progress made by pupils in improving their records of attendance. Although the percentage recorded is well below the national average it is at least similar to, and above that of many, pupil referral units locally. The low level of attendance is explained in part by the few (approximately 10 per cent) pupils who have registered but never attended and by those being successfully re-integrated into school. Documentation shows that the attendance of the vast majority of pupils improves steadily during their time at the centre although there is still sporadic attendance from a small minority. Despite the centre's frequently reiterated insistence on punctuality and its importance to pupils' education a few are still arriving late.
27. Though there are time-tabled lessons for pupils being taught at home or in hospital, they do not always take place for a variety of reasons, usually health related. For example, sometimes pupils who have been sent home from hospital need to return to the hospital. The service has to respond very flexibly to these situations and to ensure that as far as possible pupils receive their regular quota of tuition time.
28. Behaviour at the centre, both in lessons and around the building, is good overall. Bearing in mind the reasons why the majority of pupils were referred, and the volatile nature of many, they respond well to rules and to staff expectations for most of their time on site. Rules and sanctions are well known, understood and, although sometimes grudgingly, regarded as fair. Merit points are valued and short-term exclusions, though high, work very well to improve behaviour. When the inevitable flare-up occurs, staff are skilled at negotiation and diffusion techniques and take every opportunity to use such incidents well as examples of how not to behave in, or react to, certain situations. Overall, pupils make good progress in managing and controlling their behaviour and in meeting IEP targets. The behaviour of pupils taught at home or in the hospital is very good.
29. The majority of pupils enjoy their lessons; as was seen in a physical education lesson on racquet sports for those in Years 8 and 9, when all tried hard to improve their ball

skills, spurred on by the thought that, if they did well enough, the following week's session would be held on a tennis court. Whilst initial disbelief and verbal abuse can result, pupils are brought to recognition of inappropriate response and taught well about how to cope with such situations. Good humour and mutual respect was evident when the adults occasionally lost to pupils, much to their delight. Relationships with adults and amongst the centre's community are very good overall. There is also very good racial harmony, with pupils from different ethnic and religious backgrounds getting along well with one another. Relationships between home and hospital tutors and pupils are also good. Pupils listen attentively to their tutors and willing to have a go at the work being provided.

30. Pupils' personal development is good. They grow to understand that they are responsible for their actions and behaviour and, through discussion and matters arising sometimes on a daily basis, that they have responsibilities as well as rights in Britain's multi-cultural society. Changes in their attitudes and evidence of developing maturity are visible week on week, resulting in the majority of pupils taking responsibility for their work and life in general, particularly for those in Years 10 and 11. Many of the pupils receiving home or hospital tuition show remarkable courage and tenacity in the face of difficult and often painful illnesses.
31. Pupils are well aware of the difficulties and dangers posed in life outside the centre and through drama sessions as well real life crises they learn to explore and how to resolve many of them. The occasional, inevitable lapse into immaturity and quick, vocal anger is usually due to circumstances outside the centre. Older pupils' mature attitudes are evident as they talk of their ambitions and study hard for their examinations. Most recognise that their time at the centre, or being taught at home/hospital has been productive and they concede they have achieved far more than they had originally thought possible. Pupils appreciate and value the support and good guidance they have received during this period, either at home, in hospital or in the centre. They are regularly asked for their views on a variety of aspects at the centre and confidently expect their ideas to be taken into account. Those identified with specific needs and those educated off site equally benefit from the support and well planned and structured education they receive.

HOW WELL ARE PUPILS TAUGHT?

32. The overall quality of teaching is good and has improved since the last inspection. It is good for pupils taught full-time in the centre, those receiving home or hospital tuition and for teenage parents. Teaching and learning are good for pupils in Years 10 to 11 and better than in Years 7 to 9, where teaching and learning are satisfactory but with scope for further improvement, especially in English.
33. Teachers make good use of resources and most lessons are well paced. In the centre, teachers and learning support staff operate as an effective team to ensure that pupils with special education needs are fully included in lesson activities. Learning support staff are used well to support behaviour management in lessons. They are very effective in calmly removing pupils who are being disruptive. In most learning situations, learning support staff are deployed effectively, but on occasion are not used as well as they could be to support learning because they have not been sufficiently briefed about the lesson and the intended outcomes. They are effective in ensuring maximum inclusion of pupils by supporting those who are having difficulty.
34. **Children in hospital:** the quality of teaching and learning is good overall. The chronic/terminally ill have individual curriculum plans and IEPs which inform the

planning for these children and are used to monitor their progress. When pupils suddenly arrive, the teachers do their very best to establish where they are with their learning in English and mathematics and meet their needs as individuals. There is a sheet to monitor progress in each session, and the evaluation of pupils' performance to inform planning for the next day is very good. A strength in the team approach to teaching is the flexibility in the model. For example, one teacher can be working effectively in the hospital classroom whilst the other can rove the ward giving support to individual pupils whilst in their beds. They successfully make pupils, who are sometimes traumatised by a visit/stay in hospital, feel settled and their parents/carers are encouraged to come into the classroom, specifically for the very young. Collaboration with mental health over working with children who are psychotic and have quite complex behavioural needs is very good.

35. **Home tuition:** The quality of teaching is good and home tutors make great efforts to liaise with the mainstream schools of pupils where relevant to maintain continuity and ensure that work is suitably channelling and appropriate, especially for the needs of pupils taking GCSEs. Lessons are prepared well and tutors know the needs of their pupils well so that work is pitched at the right level for them. Good working relationships are established.
36. It is evident that this service is on occasion doing a holding job for pupils with very complex needs who are waiting an appropriate placement outside Newham, and some are waiting for a long time. Very occasionally, the statements of these pupils make requirements, such as the need for a communication/signing environment, which raise a question as to whether there is sufficient expertise to meet the complex needs of some of these pupils by this service. The provision and progress of these children is monitored by a panel on a regular basis.

English

37. Teaching is satisfactory in the centre. In the Year 9 classes of excluded or pre-exclusion pupils, teachers aim to create an atmosphere of calmness and purpose in the classroom. They show both patience and firmness when faced with challenging behaviour. However, planning for this group is constrained by the lack of a satisfactory scheme of work. The intention is to link basic language work with the reading of a teenage novel but the arrival of new pupils and frequent absences of others, make coherent study of both grammar and the story difficult. Furthermore, there is little attempt to match activities to individual abilities.
38. By the end of Year 11, the change in pupils' attitudes in the centre is very substantial. Though no Year 10 and 11 lessons were observed, written work shows that pupils are beginning to make noticeable progress. Teachers plan to cover most of the syllabus and the coursework in approximately one year. This restricts the breadth of the course and involves reliance on worksheets, which lack challenge for those with good reading skills. There is little evidence that work and activities are matched to individual needs. Written work is corrected and brief comments encourage and praise the efforts made. Teachers offer little advice on improvement, however. This makes the work less useful for revision. Nevertheless, learning has accelerated sufficiently for both excluded pupils and those with medical or mental health needs to produce complete GCSE folders.
39. Pupils being taught at home span a wide ability range, from those still developing and building up their basic literacy to those who are working on GCSE examinations in English and English literature. Tutors provide work that is matched well to needs. For example, in one home tuition session, the teacher supported a pupil in developing

spelling through the use of a computer program which allowed words such as *estimate*, *establish* and *accomplish*, to be compiled by choosing and putting syllables together correctly. This was a challenging task and enabled the pupil to develop a better understanding of how words sound and hence how they are spelt. In contrast, in another lesson, a tutor worked on a GCSE level poem asking detailed questions as to the poet's intentions and meaning. However, low attainers are also given the opportunity to study literature and read Shakespeare, for example.

40. There is a very well-structured programme of literacy for teenage parents. Teaching is sensitive to the needs of these pupils. For example, a very apt choice of book for group reading has motivated these pupils and engaged them very well in text analysis and comprehension. Grammar is taught very well.

Mathematics

41. In mathematics, teaching is good in Years 10 to 11, and satisfactory in Years 7 to 9 on the basis of lessons observed. The lessons in the centre were taught by a supply teacher as the main mathematics teacher was absent during the inspection. Home tuition lessons were well taught.
42. In Years 10 to 11, mathematics lessons are effectively planned to match activities to the differences in pupils' abilities and to accommodate any difficulties they may experience in understanding. Pupils are praised when they try hard and encouraged to try even harder, and the teacher makes good links between the pupils' own language and the technical vocabulary of mathematics to develop a greater understanding of new concepts. The teacher always provides whole class teaching and individual support, which helps to sustain high levels of concentration. High expectations are combined with a lively pace. Good use is made of computers to teach numeracy using a computer assisted learning program. Ongoing assessment is used well during each mathematics activity to modify methods so that pupils make good progress. This in turn, demonstrates the teacher's good knowledge of mathematics, which is also reflected in the high quality of lesson planning. The teacher maintains good relationships with the pupils, throughout, listening carefully to their views and valuing their contributions in his entire lesson. In lessons with younger pupils, management of behaviour is satisfactory though sometimes a struggle. There is satisfactory pace and work is broadly matched to pupils' needs in the sense that the problems they are given are pitched at the appropriate level for them. However, there is not enough focus on providing pupils with practical work to help develop their mathematical thinking and understanding.
43. Home tutors provide good support for mathematics and match work to pupils' needs well. Hence, for example, pupils studying for GCSE are given support and help in completing mathematical investigational work whilst lower attainers are helped to develop basic numeracy skills, sometimes using computer programs to reinforce the use of the four rules of addition, subtraction, multiplication and division. As a result pupils engage well with the tasks provided and make good progress.

Science

44. Teaching is good overall in science and often very good especially in Years 10 and 11. The quality of teaching in the Year 7 to 9 classes ranges from satisfactory to very good. It is best in the classes of pupils who have been attending the centre for longer periods of time. The teachers plan and present their lessons very carefully. They assess each pupil's progress every step of the way, adjusting their teaching to make sure pupils

understand or to challenge them further. Lessons have a range of activities including practical work to sustain pupils' interest. One class studying '*Energy*' handled heating equipment sensibly during a practical investigation, which they clearly enjoyed. The teaching of groups consisting of some or all newly excluded pupils is satisfactory. However some of these pupils' challenging behaviour hinders teaching and learning. The valuable support provided by teaching assistants is irregular and there are no special programmes to provide the individual support that newer pupils need to help them gain enough confidence to work in a group.

45. A group of Year 9 pupils who principally receive home tuition come to the centre once a week for science lessons. Teaching for these pupils is very good and the subject knowledge of teachers is very good. There are good opportunities for practical work which pupils enjoy. In one lesson observed where pupils were studying '*Light*', they acquired a clear understanding of the way curved mirrors produced different images through very well developed practical activities. The pupils asked and answered questions well, reflecting their developing confidence.
46. Good revision lessons were provided for Year 11 pupils who are about to sit the GCSE science examination, the pupils displaying the good level of maturity they had reached. The teaching and learning of all the Year 10 pupils was very good and in one lesson, where pupils were investigating the chemical composition of food, it was excellent. A significant feature of these successful lessons was the skill with which the teachers ensured that the pupils were challenged. No time was wasted, the pupils made considerable progress and were clearly experiencing the joy of learning. Assessment procedures in lessons are good but there is no consistent system in place that allows for on-going measurable target setting directly related to learning.

ICT

47. The overall teaching of ICT is good. A number of lessons were observed where the intention was to develop ICT skills and processes. A number of other lessons were seen where ICT was used to support learning in other subjects. This was particularly effective in the art room where a program was used to great effect to motivate pupils to develop their artwork and to manipulate images and ideas technologically. The broader use of ICT is carried out effectively by science teachers to reinforce key scientific ideas and by the music teacher to help perform music. Overall, subject teachers, including home tuition tutors, demonstrate sound ICT skills and make appropriate use of computers to support learning.
48. In all the ICT lessons seen, the teaching was at least satisfactory and usually good. Pupils were managed well, with high expectations of effort and behaviour. When necessary, rules were enforced, but praise was also used well to encourage and motivate pupils. Good support was provided for individual pupils, with discussion and demonstration of key ideas rather than just instruction. Time targets were used well to encourage a good pace of activity. The teacher's own knowledge was satisfactory in one case and very good in all others, with a good understanding of the assessment requirements of the course. This information was used well to set targets for individual pupils.

Art and design

49. The quality of teaching and learning for pupils based at the centre is always at least very good. It is often excellent. Excellent subject knowledge, and an in-depth knowledge and understanding of each pupil, result in all pupils having individually planned learning

outcomes for each lesson and in making very good progress towards these outcomes. In a Year 10 lesson, excellent advice on the part of the teacher resulted in one pupil using her finger to improve the shape of the cheekbone on her drawing. Because she listened to the teacher and focused her observation on her portrait, she successfully captured the appropriate angle and softened the hard lines and so produced a drawing of high quality. Because of very good challenge in the teaching, pupils successfully worked their shapes in, so that they produced much better effects. The teacher very skilfully enables pupils to take ownership of their own learning as seen in the Year 10 lesson where a pupil used the computer independently to design a book cover and used more of the same colour rather than spoiling the design by introducing too many different colours. The teacher enabled and empowered the pupil to make this decision for himself as a result of making him think by the very effective use of questioning.

50. In a Year 11 lesson, the teacher's excellent planning enabled a pupil to think very deeply about the suffering of the Palestinians and he produced a very moving piece of writing to explain his abstract painting. Another Year 11 pupil, with complex special educational needs, has produced a superbly illustrated story-book using the computer because of the excellent guidance and support he has been given.
51. The teaching builds the confidence and self-esteem of pupils so that they produce high quality drawings and paintings. The teacher provides a firm foundation of knowledge and skill so that pupils are equipped to develop their own personal response and style. In an excellent Year 9 lesson, the teacher successfully engaged a pupil she met for the first time. A courageous demonstration of a life pole with powerful symbols revealing features of the teacher's life enabled this pupil to open up and communicate some very deep insights about himself. This session was therapeutic and the pupil also gained a deeper understanding of how symbols can be used to effectively communicate deep thoughts about himself in an artistic manner.
52. A group of Year 9 home tuition pupils who come into the centre for artwork once a week are taught well. They too experience teaching which builds their confidence and skills in handling a variety of art media and in being able to express their ideas as well as raising their self-esteem.

Food Technology

53. Almost all pupils make at least good progress, and many make very good progress, because the teacher ensures that everyone understands the rules for using equipment safely. Once this is established, pupils enjoy the lessons. The principles of good hygiene and nutrition are sensibly explained so that pupils grasp their importance and practise them. Pupils enjoy making familiar and unfamiliar dishes. Some become family favourites. Cooking jams, jellies, chutneys, cakes and pies for the annual Food Fair not only gives experience in large scale cooking but provides very good opportunities for planning, costing and pricing as well as decorating and presentation. Teachers ensure that pupils understand and use technical words accurately and read and write recipes.

Music

54. The quality of teaching in music is very good. There are high expectations of pupils and the demands of performance are challenging. However, skilled and enthusiastic teaching coupled with the development of excellent relationships, results in motivated pupils who are keen to have a go and ready to learn. The level of perseverance shown by pupils is very good and means they willingly perform pieces of music time and time

again in order to perfect the final performance. The use of a learning support assistant who is herself able to play an instrument well and is very skilled in establishing a rapport with and managing pupils' behaviour adds considerably to the overall quality of teaching.

Physical education

55. The teaching is very good. Lessons are planned well and include the teaching of skills, practice and actual games. In a tennis lesson, pupils were introduced to drop shots. The teacher, a sports coach, had clearly illustrated instructions already drawn on the sports hall board. He explained and demonstrated well and with humour. The pupils who were unenthusiastic to begin with soon became keen and after a little practice, mastered the skill, which they demonstrated proudly during a game with the teacher and assistant. They had also learned to score.

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

56. The overall curricular provision is good and a significant improvement from the time of the last inspection when it was found to be unsatisfactory. The quality and range of learning opportunities are satisfactory for pupils in Years 7 to 9 and good for those in Years 10 to 11. In the centre, the length of the teaching week enables a broad, balanced and relevant curriculum to be taught. The range of subjects offered is good and the emphasis on art, food technology, music and physical education helps pupils broaden their interests and skills. There is a satisfactory time allowance for literacy in the morning tutorials and in the time-tabled sessions for the computerised literacy and numeracy program, but pupils may choose numeracy rather than literacy in the latter. The lack of central co-ordination constrains efforts to promote literacy across the curriculum. The current Year 9 pupils took National Curriculum tests this year in English, mathematics and science and this will be extended to other subjects in future. In Years 10 and 11, the GCSE core subjects, some GCSE options, certificates of achievement in literacy and numeracy give pupils the opportunity to obtain suitable qualifications. Whilst pupils can study for a single GCSE award in science, they need to be aware that single certificate science is not a preparation for the A-level sciences.
57. Home and hospital tuition pupils receive five hours weekly tuition though this is set to increase to 10 hours a week. The curriculum is based mostly around teaching English and mathematics, particularly focusing on literacy and numeracy skills. However, there is an individual curriculum programme for each pupil and those who are in Years 10 and 11 and studying for GCSEs in their mainstream school are provided with a suitable range of learning opportunities to enable them to continue these studies. For those students who are long-term sick, the number of GCSEs is appropriately reduced or amended to meet current needs. For example, one pupil dropped drama as it was not practical to continue with it at home and was supported by the home tutor in taking up business studies instead. An increasingly flexible approach to curricular delivery and use of staffing means that the centre is now organising regular sessions in some subjects, such as art, music and science, where home or hospital tuition pupils are able to come in or be brought in. Teenage parents are taught in the centre and at home and again there is a flexible approach geared towards the key needs of these pupils. Individualised programmes ensure that the curricular provision is well geared towards meeting individual needs and circumstances. The only issue arises when the needs are very complex and not easily met within the existing provision, though staff are very good at accessing and developing suitable programmes and expertise.

58. These academic programmes are supplemented by work experience and a work related learning programme. An award scheme has just been introduced to extend life and work skills to Year 9 and 10 pupils. The pre-exclusion programme is successfully reducing permanent exclusions. The programme for personal, social and health education is planned and taught well. All elements of health, sex and drug abuse education are in place. The citizenship programme has been systematically incorporated into these lessons.
59. Provision for pupils with special educational needs is satisfactory in Years 7 to 9, and good in Years 10 to 11. The good support these pupils receive from their teachers, learning support assistants and the special educational needs co-ordinator ensures that they access a broad, balanced and relevant curriculum which enables them to make at least satisfactory progress. However, at present insufficient use is made of good software programs to support pupils with special educational needs who struggle with their writing.
60. The range of extra-curricular activities is very wide. There are good opportunities to participate in both team and individual sports. Pupils hold a much appreciated local art exhibition and music concert. The residential trip strengthens social skills and broadens experience. While the pupils play football all year round, there is also an annual programme of other sports and during the inspection the focus was on tennis. Pupils may play outside on an artificial-turf court or in the centre's very good sports hall. Other regularly organised activities include rowing, climbing and skating, which take place out of school. The activities programme is planned very well and led by the sports coach. The school is considering the introduction of GCSE Sport Science as an optional subject for the Year 10 and 11 pupils. Pupils organise a Christmas Fair and dinner, which they plan, organise and cook. Links with the community are now strong. The centre's activities in art and music, for example, have strengthened many links. It is engaged in the LEA's planning of the '*Young Persons College*', a local initiative geared towards post-16 education.
61. Schools appreciate the re-integration and pre-exclusion programmes. Both of these have a very good success rate. Almost all pupils in Years 7 to 9 who were at the centre last year were re-integrated back into mainstream school. As soon as pupils are placed at the centre following a permanent exclusion, a place is found for them at another local school. However, sometimes, the process of re-integration takes longer than anticipated and this can be a source of disappointment to pupils. Very few pupils who attend the pre-exclusion programme are subsequently excluded when they return to their mainstream school.
62. Pupils are prepared very well for further education and careers through formal interviews and advice. The centre provides very good help to pupils, with college interviews, course and work placements. As a result, the vast majority of pupils who are at the centre in Year 11 have a college, training or work placement to go to when they leave at the end of Year 11.
63. Since the last inspection, the centre has drawn up a full curriculum policy which is also the LEA's curriculum policy for PRUs since there is only one such unit in the LEA. Though there is still no extensive pre-16 work-related learning and there are weaknesses in literacy, improvement since the last inspection has been good.
64. The provision for pupils' spiritual, moral, social and cultural development is good. Pupils have useful experiences, which go beyond day-to-day routines. In personal, social and health education lessons they are encouraged to consider values and beliefs, including

religions, and how they affect peoples' lives. They explore their own feelings and those of other people. Some pupils did some research on Martin Luther King, which led to some improvisation work in drama lessons for example. The creative subjects, such as art and music, provide very good to excellent opportunities for pupils to express their feelings and to appreciate others' work. For example, in music pupils take pleasure in listening to and making music, and often surprise themselves as to what they can achieve. This makes a significant contribution to their sense of self-worth and self-esteem. In art lessons, pupils work creatively and calmly, showing a pride in their work when asked to explain their projects. The staff are excellent role models and apart from demonstrating respectful behaviour they acknowledge the pupils' successes and their endeavours so helping them to value themselves. Most importantly of all the centre and centre staff, whether working at home with pupils, in the centre or in hospital, very effectively promote pupils' self-esteem and, through enabling pupils to experience success in their work, enable them to gain a sense of self-worth and pride in themselves.

65. Moral development is promoted well through the tutorial time, assemblies, personal and social education and other subjects and activities. Pupils are taught right from wrong effectively, and through the school's reward and sanction system they know very well the difference between acceptable and unacceptable behaviour. However, there are inconsistencies in how well rewards are awarded. Pupils are taught to respect others and there is a good sense of tolerance between staff and pupils. Some pupils are less tolerant of new class members, and classes of new pupils display intolerance toward their teachers, especially when they do not have the additional support of teaching assistants. Other topics given due attention and which help pupils develop good moral standards include cultural diversity, sex education and other personal development programmes.
66. Pupils' social development opportunities are good. They experience worthwhile opportunities for inclusion into local schools and colleges, for sports fixtures and for educational and recreational visits. The boys play football against other schools and there is an annual residential visit to Center Parcs. Personal and social educational programmes involve teaching pupils how to behave acceptably in a variety of social situations. Role-play and a variety of videos, including those produced by the school, are used to good effect. In one lesson pupils watched themselves on video, wisely ignoring the antagonistic remarks of youths who were strangers to them. The pupils were able to explain that they were the winners and not the other boys.
67. Pupils' cultural development is encouraged well through art, music, drama, physical education and English lessons. The pupils are currently preparing for the school's end-of-year 'Variety Performance'. Some carefully composed poetry on dreams is proudly displayed. A science display celebrates human diversity very well and tells the stories of men and women of different cultures who have achieved great things for the benefit of all. Art particularly makes a very valuable contribution to pupils' spiritual and cultural development. Very sensitive teaching resulted in a Year 11 pupil thinking very deeply about the cause of the suffering Palestinians. Pupils demonstrate their awareness of various artists, such as Gaudi and Dali, and their styles while work on African and Asian patterns helps them appreciate cultural diversity. The pupils' cultural development is further enhanced by the varied sports programme, visits to museums, art galleries and the theatre. There is a comprehensive programme of sporting activities and events and during the inspection, one group of Year 10 pupils visited the National History Museum's Hall of Human Biology and another visited the university to see a new art exhibition.

HOW WELL DOES THE UNIT CARE FOR ITS PUPILS?

68. Pupils' health, safety and welfare are very high priorities for the centre, which provides a supportive atmosphere and well-structured and planned day in which all continue with or, in some cases, re-start their education. This fresh beginning, coupled with encouragement and support from all staff, enables the majority to achieve well within the small, well-taught classes.
69. Risk assessments are carried out regularly, not only for the building and grounds, but also for all activities and lessons both on and off site. Security within the building is tight, with coded keypads at strategic points. The new security fence has reduced vandalism and the site is secure. Two members of staff are first aid trained and one is always on the premises when pupils are there. Good child protection procedures are followed, and a number of staff attended the recent LEA training. Senior teachers with responsibility for child protection and children in public care ensure all relevant staff are aware of their particular circumstances.
70. Pastoral care is very good, both on and off site, and the pastoral non-teaching team leader together with the learning mentor are always ready to help pupils with problems, academic or otherwise, or to talk through any concerns. All pupils on site, whether referred for medical reasons, pre-exclusion courses, non-attendance or behaviour issues, belong to a small tutor group. Tutors take charge of target setting and monitoring progress as well as ensuring good communication between home and centre. The provision for teenage parents provides continuing education, as well as practical advice for both teenage fathers and mothers, and achieves 100 per cent success in reintegrating teenage mothers back into full-time school. There are very good links with various support services to ensure that teenage parents, especially teenage mothers or mothers-to-be, are well supported both physically and emotionally. The home and hospital tuition services are valuable resources and give good support to off-site pupils. Tutors are dedicated and conscientious in their efforts to help them although, because of staff shortages, there can be some delay in getting tuition organised at home. Liaison with mainstream schools and outside support agencies, many of whose offices are situated on site, is very good and used very effectively for the benefit of pupils.
71. Support for special educational needs is good, though it is questionable that all pupils are automatically placed in the special educational needs list when they join the roll. There are very good links with external agencies and the LEA to ensure high quality support for pupils. These external agencies work in partnership with the centre and provide very good programmes to build the confidence and self-esteem of the pupils. However, the access of speech and language therapy proves to be a difficulty for the centre.
72. The centre has good procedures for recording and monitoring attendance. Any unexplained absence results in a telephone call home, and attendance sheets are scrutinised daily. Parents play their part in that some telephone the school to ensure their child has arrived. Monitored very well by the pastoral deputy head teacher, absences are discussed with the educational welfare officer on the fortnightly visits and educational welfare services are quickly involved when necessary. Tutors and parents are in constant touch and particularly where there is a problem over attendance. Merit points and certificates are awarded for good attendance and punctuality as well as for attitude, effort and behaviour.
73. On-site systems for promoting and encouraging good behaviour and monitoring of behaviour are good. Rules and expectations are clear, as are the sanctions which

result when they are not followed or achieved. Praise from members of staff is valued and boosts confidence and self-esteem. Pupils are gratified to be awarded merit points when targets are met or their attendance, attitude and behaviour merit them. The behaviour management strategies practised by all staff are very effective. Intervention is swift and pupils in general respect their teachers. The graduated merit point system with 'treats' at different levels works very well in focusing attention on good attendance, attitudes and behaviour. However, though the rewards are popular and mostly effective, there is some inconsistency in awarding them. Sanctions work well, 'time out' is effective but not popular, and short exclusions are used well. Pupils appreciate the *positive* telephone call to their parents at the end of the day if they have done well and realise that if they have not met expectations the *consequences* call will also be made.

74. The centre has comprehensive procedures for assessing all pupils' work and progress. The wealth of data collected is analysed very carefully by gender, ethnicity, expectation and different groups although, in English, marking and tracking of pupils' progress by teaching staff is underdeveloped. Daily lessons are based on what has happened the previous day with due regard to medium term plans, and both teachers and learning assistants respond well to what is happening at the time. Because many pupils arrive with incomplete school records, or none at all, baseline assessments are carried out on arrival, and when off-site pupils are registered. All pupils have IEPs as well as curriculum plans with well-focused, appropriate targets which are constantly reviewed. However, targets for literacy and numeracy are not generally included in IEPs. Very good and extensive records are kept and regularly monitored on attainment and personal achievement but assessment information is not used as well as it could be to plan for future progress, especially in English. Assessment procedures for pupils receiving home or hospital tuition are sound, though development and use of assessment data to inform planning is in need of development. In the best examples, the progress and achievements of pupils taught off site are carefully assessed and recorded using an effective narrative style. However, the quality of these records is a little inconsistent and the less detailed and sharply formulated records need to be brought up to the quality of the best, because these provide a good guide as to what pupils need to learn next. Assessment of the progress and attainment of teenage parents is good and useful records are maintained which help to identify what needs to be done next.
75. All staff, teaching and non-teaching, know pupils on site very well and share information at the lively de-briefing session at the end of each day, when explanatory notes are made in the *positive* and *consequences* books, prior to them being entered in individual pupil files. Examples of good work are added regularly to pupils' portfolios and all staff make every effort to celebrate every achievement, although the centre does not hold achievement assemblies when pupils could share them with their peers. Records for those educated off site are equally useful in planning for and recognising progress and achievement.
76. From Year 9 onwards, pupils receive good advice and help on what path their career might follow and career interviews are arranged for all on site. The centre tries very hard to ensure work placements and work experience are found for all.
77. Procedures for promoting and monitoring pupils' personal development are thorough. Records are kept alongside those for academic progress and achievement for pupils on and off site. Teachers very good knowledge and understanding of individuals and their circumstances and 'firm but fair' academic and pastoral support successfully encourage and motivate pupils to take responsibility for their actions and behaviour both within and outside lessons. One good example of this is the Christmas dinner, when 54

were present. This was paid for through pupils' fund-raising efforts and prepared by them. All received gifts which were a surprise to some but appreciated by all. 'The best Christmas ever' was the verdict of one pupil. Visitors, including the local liaison police officer, talk of the problems and difficulties to be found outside the centre and how best to deal with them. Pupils are well prepared for the next step in their lives, be this re-integration, further education or work.

HOW WELL DOES THE UNIT WORK IN PARTNERSHIP WITH PARENTS?

78. Information for, and communication and relationships with, parents and carers are all very good and contribute to the overall very good partnership with parents. The very useful booklet parents receive before their child is registered, daily telephone contact about children's achievement or otherwise, their progress, attendance and behaviour in addition to the comprehensive report received once a term ensure very good on-going information and support for parents. In their turn parents appreciate the help and information they receive from the centre, and are confident they can approach any member of staff if they are worried about any aspect of their children's education, behaviour or development or if they need support themselves. They support their children where they can and work well with the centre, reinforcing expectations and encouraging their children to make the most of their opportunities. Their views are sought regularly through informal consultation and surveys. These views are carefully analysed and considered. Parents have a representative on the steering group.
79. Parents whose children are educated at home or are hospitalised are kept regularly informed and are involved as far as possible in their education and the support plans for their children. Once home tuition is arranged, parents are part of the education process and kept regularly informed. All are invited to target-setting and review meetings and welcomed to speak to staff about any matters at other times. Where parents speak English as an additional language, staff make every effort to ensure they know what is happening and that they understand any forms they are required to sign. Interpreters are provided where necessary.
80. If their children are involved in producing a musical concert or production, or if they are invited to other events held at the centre parents' support is immediately evident in the numbers clamouring to attend. All are very proud to celebrate their children's achievements.

HOW WELL IS THE UNIT LED AND MANAGED?

81. The overall leadership and management of the centre are good. Leadership ensures that there is a very clear educational direction. The strategic management provided by the LEA and the officer responsible is very good and ensures that there is careful match and harmonisation of the needs of pupils in the LEA requiring education outside the mainstream and the provision made by the centre. There are very clearly delineated roles for the LEA designated responsible officer and the teacher-in-charge, with respect to the leadership and management of the centre. The former is responsible for the overall strategy, supports policy development and oversees monitoring and evaluation of the service. The teacher-in-charge has responsibility for the day-to-day management. There is good teamwork between the two and a clear understanding of the strategic direction for future development.
82. The management within the centre is making good progress in this year of transition to bring together the hospital and home tuition provision and the centre-based provision, so that there is a more cohesive and flexible range of provision which is co-ordinated from

one centre. However, communication about what this will mean for staff and pupils needs to be more effective because some members of staff remain unclear and hence somewhat anxious. There is, nonetheless, good support from staff on the coming together of what were very separate and distinct services a short time ago and a readiness to believe that they will better serve pupils' needs as a single organisation with the flexibility to meet varying needs.

83. Senior staff play a strong role in managing the work of the centre and in helping to create strong teams who are wholly committed to supporting pupils as effectively as they can. The deputies are clear about their roles and meet their responsibilities well. Delegation of responsibilities to staff is generally well managed and there is very good monitoring and evaluation of performance, including checking the quality of teaching and learning. Procedures for institutional self-evaluation are well in place. Teachers are appraised regularly and the centre now meets statutory requirements for appraisal. This was a weakness at the time of the last inspection. A very good range of policies supports the work of the centre. Overall, there is very good reflection of the key aims and values in the work of the centre as a result of good delegation of responsibilities, especially to senior staff, and the very good systems for monitoring and evaluating its work.
84. The roles of middle managers are being developed and the centre has recently examined delegation of duties and allocation of co-ordinating roles. Senior staff recognise that there is more work to be done in this area. There is for example, currently no English co-ordinator and, as a result, the centre is further back than it would like to be in implementing the literacy strategy. The three science staff work well as a team but the co-ordination role is not sufficiently well developed. The leadership of special educational needs is good overall. The teacher-in-charge currently fills the temporary gap as the current co-ordinator is on long-term absence. He is supported very well by the LEA's special educational needs officer, who is very knowledgeable and experienced. The policy for special educational needs meets the requirements of the new Code of Practice. The procedures for informing parents that their child has special educational needs are robust and meet the requirements of the new Code of Practice. There is a panel, which meets regularly to monitor pupils' progress. The home tuition service is not as sharp in planning for special educational needs provision, and in monitoring it, as it should be. IEPs are in place and have clear targets for behaviour but literacy targets are not as sharp/specific as they should be, reflecting a weakness in the co-ordination of literacy.
85. Overall, leadership is effective in creating an inclusive environment. To include all in every aspect of life at the centre is at the heart of its philosophy and this central aim is achieved very successfully through the good teamwork, the positive ethos and extensive, on-going communication about pupils' needs and progress amongst all staff. Well-written policies to cover all eventualities include bereavement, drugs and sex education as well as behaviour are in place, known to all and practice is consistent, enhancing the very good inclusion of, and support for, all the centre's community and their parents and carers. The centre now has greater success in re-integrating pupils into mainstream education than many other similar institutions, thus addressing the unsatisfactory judgement made at the last inspection.
86. The LEA and the centre are working successfully with schools to develop effective systems to help pupils re-integrate back into school. There is now a multi-disciplinary referral panel to consider all referrals to the PRU. Headteachers from local schools are involved and consulted effectively through a variety of forums, including the Newham

Association of Headteachers and The Behaviour Support Service steering group, which has headteacher representation and oversees the work of the PRU.

87. Staffing for the PRU is satisfactory. There are sufficient staff to meet the needs of the curriculum, though currently there are a couple of gaps due to extended absence. Teaching staff are well qualified. A number of the home tuition staff are on temporary contracts and this is in part to give the centre flexibility as it expands its provision from five hours a week to ten. There are an appropriate number of learning support assistants and they are deployed well, though there was a shortfall in the week of inspection due to illness. Learning mentors, provided through the Excellence in Cities initiative, make a significant impact on behaviour and hence learning. Technical support for ICT is very good. Training for staff is good and induction procedures for new or supply staff sound.

88. Accommodation in the PRU is largely good, in good order and well organised, and cheerfully presented. There is good provision of specialist accommodation for art and design, ICT, science, food studies and physical education. The quality of display around the centre is largely good with particularly good displays in science and art. The displays in the art room and art displays around the school are a constant source of wonder and inspiration. A few cases where improvements could be made are:

PRU off site team room:

This room is rather overcrowded for the number of staff using it.

Mathematics Room 1

This room is dull and uninteresting compared with Mathematics Room 2 and is not conducive to good learning.

Music Accommodation

Though very well resourced and containing two practice rooms, the main teaching area is rather crowded and would benefit from a larger space.

PHSE Room

This has only recently been designated as the personal, social and health education room and is in need of refurbishment and re-decoration.

89. Resources in most subjects are at least adequate and in many areas are good. Additional equipment is required in science to teach all areas of the curriculum. There are insufficient visual aids and equipment to develop and support practical teaching and learning of mathematics. ICT resources are good, and an excellent initiative to provide computers for home tuition pupils is currently being implemented. So far, pupils have received computers but these have not yet been linked to the centre's network. Generally computer equipment is of a good standard and maintained well. Financial management is very good and finances targeted very well at educational priorities. The spending on pupils is lower than in most other similar PRUs. Overall, the PRU provides good value for money.

WHAT SHOULD THE UNIT DO TO IMPROVE FURTHER?

In order to improve further the LEA, teacher-in-charge and senior staff should:

- (1) Improve provision in English and in particular develop pupils' literacy, especially in Years 7 to 9 by:
 - putting in place an effective strategy for developing literacy including use of literacy in subjects;
 - developing effective co-ordination of literacy;
 - developing and implementing an effective scheme of work in English;
 - ensuring that work is matched to pupils' needs in English lessons and developing individualised programmes of work where appropriate;
 - developing the use of literacy targets in IEPs.(Paragraphs 7, 23, 37, 56, 59, 74, 84)

- (2) Develop assessment procedures further and improve use of assessment by:
 - making effective use of assessment information to inform planning – in the short and long-term and especially with respect to developing work matched to individual needs;
 - ensuring that systems are effectively in place to mark and track progress in English;
 - developing the use of targets in lessons against which progress can be measured and communicated to pupils at the end of the lesson;
 - ensuring that the quality of records for home and hospital tuition pupils is consistently good.

(Paragraphs 37, 38, 46, 74)

(3) Further develop the role of middle managers by:

- ensuring that role expectations are clearly communicated;
 - developing in particular the co-ordination roles in English and science.
- (Paragraph 84)

(4) Improve the accommodation and resources for mathematics to promote regular practical work in lessons.
(Paragraphs 11, 42, 88, 89)

Minor issues

In addition to the key issues above, the following minor weaknesses should be included in the centre's action plan:

(1) Continue to improve attendance levels.
(Paragraph 26)

(2) Improve internal communication so that staff are clear about the impact of changes to the organisation of the centre and feel that they have an opportunity to make suggestions and discuss concerns.
(Paragraph 82)

(3) Continue to improve the accommodation.
(Paragraphs 88)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	48
Number of discussions with staff, governors, other adults and pupils	31

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	13	22	10	0	0	0
Percentage	6	27	46	21	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

Information about the unit's pupils

Pupils on the unit's roll	No of pupils
Number of pupils on the unit's roll	100

Special educational needs	No of pupils
Number of pupils with statements of special educational needs	31
Number of pupils on the unit's special educational needs register	100

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Attendance

Authorised absence

	%
Unit data	13

Unauthorised absence

	%
Unit data	25

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of transfers
White – British	55	264	1
White – Irish	0	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	6	68	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British - Indian	3	0	0
Asian or Asian British - Pakistani	4	20	0
Asian or Asian British – Bangladeshi	3	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	16	150	0
Black or Black British – African	3	78	1
Black or Black British – any other Black background	6	0	0
Chinese	0	0	0
Any other ethnic group	1	9	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Financial information

Qualified teachers and classes: Y1 – Y11

Total number of qualified teachers (FTE)	23.1
Number of pupils per qualified teacher	4.3

FTE means full-time equivalent.

Education support staff: Y1 – Y11

Total number of education support staff	11
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Financial year	2002/2003
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	£
Total income	1,164,344
Total expenditure	1,164,344
Expenditure per pupil	11,643
Balance brought forward from previous year	0

Total aggregate hours worked per week	280.5
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Balance carried forward to next year	0
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Recruitment of teachers

Number of teachers who left the unit during the last two years	4
Number of teachers appointed to the unit during the last two years	4.5

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	6
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

FTE means full-time equivalent.

Tables of information on test and examination performance

Table 1: Mathematics National Curriculum Results 2002

Mathematics National Curriculum Level	Number of Pupils
2	2
3	3
4	6
5	3

Table 2: Basic Skills' Tests In Literacy and Numeracy

	Literacy Level 1	Literacy Level 2	Literacy Level 3	Numeracy Level 1	Numeracy Level 2	Numeracy Level 3	Numeracy Level 4
Number of pupils	8	8	8	11	6	4	3

Table 3: GCSE Results – 2002

	English	English literature	English Speaking and Listening	Mathematics	Science	Art
Number of pupils gaining grades A-C	0	0	3	0	0	3
Number of pupils gaining grades D-G	8	6	5	8	3	N/a

Table 4: Basic Skills Tests

Subject	Distinction	Merit	Pass
Health Hygiene and Safety		4	1

English	8		
Numeracy	7		

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	100
Number of questionnaires returned	16

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	44	50	0	6	0
My child is making good progress in school.	62	31	6	0	0
Behaviour in the school is good.	50	38	6	0	6
My child gets the right amount of work to do at home.	38	25	19	12	6
The teaching is good.	62	31	0	0	6
I am kept well informed about how my child is getting on.	75	19	6	0	0
I would feel comfortable about approaching the school with questions or a problem.	75	25	0	0	0
The school expects my child to work hard and achieve his or her best.	81	12	0	0	6
The school works closely with parents.	62	31	6	0	0
The school is well led and managed.	62	31	0	0	6
The school is helping my child become mature and responsible.	69	19	0	0	12
The school provides an interesting range of activities outside lessons.	44	38	0	0	19