

Hawkswood Primary Pupil Referral Unit

Inspection report

Unique reference number	135558
Local authority	Waltham Forest
Inspection number	381907
Inspection dates	14–15 March 2012
Lead inspector	James Bowden

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Pupil referral unit
School category	Pupil referral unit
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	26
Appropriate authority	The local authority
Headteacher	Ms Jeanette Maynard
Date of previous school inspection	11 March 2009
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Introduction

Inspection team

James Bowden

Additional inspector

This inspection was carried out with two days' notice. Six lessons were observed, taught by six different teachers. Discussions were held with the chair of the management committee, the executive headteacher, the associate headteacher, the deputy headteacher, staff and a small group of pupils. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the unit's work, and looked at pupils' files, curriculum plans, tracking data showing pupils' progress and attainment, and pupils' work, including displays in the classrooms. Questionnaire responses from four parents and carers, fourteen staff and thirteen pupils were analysed.

Information about the school

Previously known as the Learning Support Centre, the provision relocated to a new site, shared with a secondary pupil referral unit (PRU) for pupils who are medically unwell and emotionally vulnerable, in November 2011. The unit is now known as the Hawkswood Primary Pupil Referral Unit, serving all primary schools in the local authority. It has its own secure area and shared use of the activities/dining hall. Shortly after the last inspection all of the local authority's PRUs were placed under the management of an executive headteacher with Hawkswood being led and managed since January 2010 by the current associate headteacher. The unit now has a Key Stage 1 nurture group on site; support of this type formerly being hosted in a mainstream setting but strategically managed and staffed by the primary PRU.

The unit provides for up to 32 places for pupils at risk of exclusion from their mainstream schools. They join at different times during the year. Once admitted, most pupils stay for up to two terms as part of their re-integration programme into mainstream education. All are dual-registered at the unit and their home school. Currently, almost all pupils are boys. The large majority are from Black Caribbean or White British backgrounds, with a minority from other ethnic groups. A very small minority of pupils are looked after children and the proportion known to be eligible for free school meals is well above the national average. All pupils have special educational needs, most commonly associated with complex behavioural, emotional and social needs. In January of this year, the unit opened a class for pupils with a statement of special educational needs for social, emotional and behavioural difficulties.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- The unit provides a good quality of education. It is successful in meeting its aim of enabling pupils to avoid permanent exclusion. There is a strong emphasis on meeting pupils' individual needs and staff are skilled in behaviour management. Overall effectiveness is not outstanding because teaching does not ensure the development of literacy and numeracy skills across different subjects is consistent. This restricts pupils' achievement from being stronger. In addition, the lack of information and communication technology (ICT) resources limits pupils' learning in this key area and also the effectiveness of school management systems.
- Pupils' attainment on entry is often low. However, the quality of learning is good and they achieve well during their time at the unit. Emphasis is placed on developing the key skills of literacy and numeracy, but there is too much variability in the extent to which these skills are promoted across the curriculum.
- The quality of teaching is good and planning ensures the work is matched appropriately to individual pupils' capabilities. Teachers make expectations clear to pupils and use questioning effectively to extend learning.
- Pupils' behaviour improves over time and learning is not unduly disrupted because strategies for behaviour management are highly effective. The unit provides a safe place for pupils to work and socialise throughout the day. Safeguarding arrangements are strong and the majority of pupils say that they feel safe when there.
- Leadership and management of the unit are good. The senior leadership has high expectations of what every pupil can achieve. Leadership and management of teaching and teachers' performance are effective. A lack of fully installed and working ICT hardware at the new site has had a negative impact on school management systems. In addition, this limits the ability of teachers to promote the development of pupils' ICT skills and the opportunity

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to enliven teaching and learning even more.

What does the school need to do to improve further?

- Accelerate pupils' achievement further by ensuring greater consistency in the cross-curricular delivery of the key skills of literacy, numeracy and ICT.
- Ensure that ICT systems are fully installed and operational as soon as possible in order to:
 - enable teachers to promote the development of pupils' ICT skills and enliven teaching and learning
 - improve school management systems.

Main report

Achievement of pupils

Pupils' low attainment when starting at the unit is usually a result of their negative experiences of mainstream education and, in some cases, considerable gaps in schooling because of their behavioural, emotional and social difficulties. Careful assessment of pupils' capability on entry informs the unit as to the range of support and learning focus best suited to them. This results in pupils' increased enthusiasm for learning and consequently in good achievement. Overall, in relation to their starting points, the unit's tracking data show that there are no significant differences in the progress and achievement of different groups of pupils, including those whose circumstances may make them the most vulnerable. A steady rise in attainment overall is helping to prepare pupils better for their re-integration programmes. During the last 18 months, the very large majority of pupils, including those in the nurture group, have been successfully reintegrated into mainstream schools. Most pupils are keen to learn and develop secure team working skills during lessons. They also make good progress in developing independent learning skills.

Parents and carers believe that their children make good progress and inspection findings confirm that, overall, pupils' progress in literacy and numeracy is good. Effective assessment and tracking procedures support pupils' learning well. Rapid improvement is made in reading by all, which helps support their good progress in their personalised learning programmes. In a science lesson, for example, pupils learned specialised vocabulary while planning an investigation to learn how shadows are formed. When asked, pupils readily volunteer to read aloud from the text on the whiteboard or from their own books. Work seen in lessons, in pupils' folders and in displays around the centre shows good progress is also being made in personal, social and health education and aspects of spiritual, moral, social and cultural development. In an art lesson, older pupils deepened their knowledge and understanding of Picasso and his cubist period techniques. Reading at the end of both key stages is below average, although this represents good progress from pupils' individual starting points. Nevertheless, there are missed opportunities to encourage pupils to practise their literacy and numeracy skills in the full range of

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subjects and to develop their ICT skills both discretely and across different subjects. This prevents pupils' progress from being stronger.

Quality of teaching

A particular strength of teaching is the consistent way in which staff manage pupils' behaviour in lessons and how well they know their pupils. A flexible, yet firm, approach enables the behavioural needs of all pupils to be met. This is underpinned by the consistent approach to ensuring that learning intentions and outcomes are made clear. Teachers are adept at ensuring pupils understand fully what is expected of them by the end of the lesson, which results in a positive and engaging learning atmosphere. This was particularly effective in a younger mixed-age group where pupils had individually planned tasks, challenging them to develop their knowledge and understanding of how Venn diagrams are used. At the end of the lesson, pupils took turns in explaining to the group what they had completed.

Overall, the planned curriculum supports teachers' work appropriately and the content of lessons often matches pupils' needs and interests. However, at present, a lack of appropriately installed ICT resources restricts the development of pupils' ICT skills both discretely and across other subjects. In addition, leaders are aware that teaching is not always as effective as it could be in promoting pupils' literacy and numeracy skills across different subjects of the curriculum. Conversely, teachers make good use of all other available resources to enhance learning and capitalise on opportunities to promote pupils' spiritual, moral, social and cultural development well.

In the great majority of lessons, staff work effectively as a team, particularly in the consistent way that they ensure pupils stay on task. Staff are also very effective at using questioning to gauge pupils' progress as well as offer their own ideas. On the very odd occasion, those in supporting roles have a tendency to provide answers to pupils too quickly rather than giving them more time to consider their responses. Pupils' work is marked regularly and teachers provide helpful feedback to enable pupils to improve their work. Pupils are supported further in their learning by the appropriate weekly homework. The few parents and carers who responded to the inspection questionnaire are all happy with the quality of teaching, as are pupils, a view endorsed by inspection evidence.

Behaviour and safety of pupils

Typical behaviour over time is good. For most pupils this represents a vast improvement compared to their behaviour in their mainstream schools. Notwithstanding this, the unit does use short fixed-term exclusions, if appropriate, to good effect. Incidents of bullying or harassment, including those based on race, gender or sexuality, are few, and are, as confirmed in discussion with pupils and their questionnaire responses, dealt with quickly and effectively if they do occur. Pupils are aware of the different forms of bullying and know what to do should they

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encounter bullying of any kind. Parents and carers expressed their confidence in the way that the unit deals with bullying. They also say that their children feel safe and valued. This is supported by pupils' views. Indicative of pupils' positive attitudes and behaviour is how well the unit is cared for, including displays of work in classrooms, which are respected and appreciated. All pupils benefit from a secure and safe learning environment.

Pupils' behaviour is carefully monitored against the specific behaviour targets set for them in their individual education plans and displayed classroom rules. Behaviour improves as a result of this. At the end of each day, pupils are rewarded with 30 minutes school club/activity time if they have behaved well in relation to their targets. Feedback from pupils shows they appreciate this provision. Those who have been unsuccessful in gaining this reward use the time to catch-up with work, or other purposeful sanctions. Although a few parents and carers, pupils and staff had reservations about standards of behaviour, they were more positive about how well the school dealt with this. This was confirmed during the inspection where staff managed behaviour very well; no instances of learning in lessons being disrupted by untoward behaviour were seen. Where pupils were unsettled, they were escorted calmly from the lesson so as to allow others to continue their learning.

Attendance and punctuality are also an effective focus of the unit's work. The proportion of those who are late is low. The unit's data show that attendance improves over time and for some individuals has improved rapidly compared to their previous attendance. Overall, attendance is in line with that of all maintained mainstream primary schools. Where there has been persistent absence the unit has involved outside specialist help to successfully resolve the issue.

Leadership and management

The senior leadership team's ambition and ethos of high expectations of pupils and teachers has sustained the strengths identified at the previous inspection. The effective focus on improving achievement and the quality of teaching has resulted in good improvements, as shown by analysis of year-on-year school data. The unit is providing effectively for the changing nature of pupils' needs, as pupils with more complex needs and challenging behaviour are now being referred to the unit. It is a unit where every child does matter, and provision is enhanced through strong links with mainstream schools and other specialist professionals. This ensures each and every pupil receives appropriate extra guidance and support when needed. Staff morale is high and the senior leadership's vision for the unit is shared by staff at all levels. The management committee is developing its effectiveness in becoming a critical yet supportive friend of the unit.

Equality of opportunity is promoted effectively by school leaders and staff and any discrimination is tackled immediately. School leaders and the management committee ensure that safeguarding arrangements fully meet requirements. The curriculum is tailored to provide individual learning programmes to ensure pupils' needs are met appropriately. As a result of the introduction of the modifications to

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the curriculum and the programme of personal, social, health and citizenship education, provision for pupils' spiritual, moral, social and cultural development has improved. In addition, pupils gain a growing awareness of the local community and beyond through a range of curriculum enrichment activities. The unit makes best use of the accommodation provided, including weekly use of the secondary unit's Key Stage 4 ICT suite for formal lessons. However, the senior leadership team recognises the importance of ensuring that suitable ICT resources are installed to enhance learning and pupils' progress, enliven teaching and provide more effective management systems. The issue is being addressed. Accurate self-evaluation, which informs well the unit's strategic improvement plan, and a track record of improvement over time demonstrate the capacity for further and sustained improvement. Of the few parents and carers who responded to the inspection questionnaire, all are positive about their child's experiences at the unit.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



19 March 2012

Dear Pupils

Inspection of Hawkswood Primary Pupil Referral Unit, Chingford, E4 7RT

Thank you for your help when I visited your unit recently. I thoroughly enjoyed my time at the unit, meeting and talking with you, both informally and formally with a small group of you on the second day of my visit. Most of you who responded to the inspection questionnaire said that teaching was good and helped you learn well and that the school deals with bullying very well. My visit confirmed this. I decided that the unit provides you all with a good quality of education.

Here are some of the other good things I found:

- You are being prepared well for re-integration into mainstream school.
- Teachers plan their work so that all of you are challenged and able to complete the tasks set.
- Your behaviour in lessons is good and you get on well with all the adults you work with.
- The curriculum provides lots of interesting things to do and improves your personal development, as well as your progress in learning.
- The head of the unit and her staff have plans to make things even better for you.

I found the unit could make some changes to improve your learning and achievement even further. I have therefore asked the headteacher to ensure you improve your literacy, numeracy and information and communication technology (ICT) skills in all subjects and make sure all computers in the school are in working order as soon as possible.

You too can help by continuing to work hard. I would like to wish you all the best for your future education.

Yours sincerely

James Bowden
Lead inspector

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