

One One Five Behaviour Support Service Resource Base

Inspection report

Unique Reference Number	134643
Local Authority	Camden
Inspection number	360629
Inspection dates	11–12 May 2011
Reporting inspector	Stuart Charlton

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	11–14
Gender of pupils	Mixed
Number of pupils on the school roll	15
Appropriate authority	The governing body
Chair	N/a
Headteacher	Gaby Thomas
Date of previous school inspection	1 July 2008
School address	115 Brecknock Road London N19 5AH
Telephone number	020 7914 8170
Fax number	020 7974 8155
Email address	gabriella.thomas@camden.gov.uk

Age group	11–14
Inspection dates	11–12 May 2011
Inspection number	360629

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by an additional inspector. The inspector observed the four full-time teachers and monitored performance in eight lessons. Discussions were held with the Chair and Vice-Chair of the Management Committee and with staff, parents and carers and students. The work of the support service was observed and the inspector scrutinised the improvement plan, the minutes of the leadership team and management committee meetings, a range of other documentation and seven completed questionnaires from parents and carers.

The inspector reviewed many aspects of the school's work and looked in detail at a number of key areas.

- The effectiveness of the management structures at all levels in ensuring quality provision for all students across the different aspects of the centre.
- The systems to monitor and evaluate teaching and learning to ensure that all students achieve as well as they can, particularly those who are only in the pupil referral unit (PRU) for a short period of time.
- The impact of care, guidance and support on the outcomes for students.
- The effectiveness of the systems to set challenging targets and track students' progress across all aspects of the provision.
- The effectiveness of strategies to promote attendance and punctuality.

Information about the school

The One One Five Behaviour Support Service is the Key Stage 3 pupil referral unit element of the Camden Secondary Behaviour Support Service (BSS). It provides full-time education for students who are permanently excluded or undergoing a managed move between schools. The PRU also manages the Eversholt Centre which provides a five week intervention programme for students at risk of permanent exclusion, additional services to mainstream schools and operates an outreach service. About half the students have, or are being assessed for, a statement of special educational needs generally related to complex emotional, social and behavioural difficulties. Some have additional learning needs particularly related to communication difficulties. About half the students are of White or Mixed White origin with significant minorities of Black African or Caribbean origin. There are no students who speak English as an additional language, but about one third are from homes where English is not the first language.

In the last year, there have been significant changes in staffing, including the appointment of a new deputy headteacher. The local authority is presently reviewing its PRU provision in the light of the cancellation of a building programme which would have included the present One One Five accommodation.

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: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

One One Five Support Service provides a good education for its students. The care, guidance and support provided by all staff are exemplary so that students feel extremely safe in the PRU and attend on a regular basis. They make excellent progress in developing their confidence, self-esteem and their personal skills as well as in learning to manage their own behaviour. All, including those who have a statement of special educational needs, make at least good progress in developing subject skills and for some of the present students, progress is excellent. This is particularly so in English where the changes to the curriculum are beginning to promote significant improvements in students' learning.

The centre has rigorous systems in place, such as its first day absence procedures and its rewards system, which are effective in promoting attendance and encouraging punctuality. As a result, attendance overall is broadly average which for all students is a significant improvement compared with their performance before coming to One One Five. Behaviour is good in and around the school and when students are on trips out. This reflects the dramatic improvement all make compared with their behaviour when they first enter the centre and ensures that when they re-integrate into a mainstream school they invariably make a success of their placement. Students make an extremely effective contribution to the centre and the wider community and have an excellent awareness of the need for a healthy lifestyle.

The centre has invested considerable time and effort in developing its provision since the previous inspection. This is based on the introduction of a restorative approach and giving a clear focus to the development of students' basic skills in literacy and numeracy. The curriculum now fully matches students' needs, but has still to reach its full impact on improving their achievements. Teaching and learning are good. Teachers establish excellent relationships with their students and these are the foundation of the exemplary guidance and support for students' personal development. The staff know each pupil well and use this knowledge effectively to address students' personal needs. However, in a small number of lessons, teachers do not use information about the subject needs of individual students to best effect to maximise the progress they make.

The headteacher provides a very clear vision about how the provision should develop. In communicating this to staff, she is well supported by the deputy headteacher. Together they have established a stable staffing base, and mapped out a clear path for improvement based on accurate and honest self-evaluation. This has led to highly effective teamwork across the teaching, support and administrative staff. Robust systems to monitor and evaluate the provision, particularly teaching and learning, have been developed well and provide high quality information which gives a clear overview of the centre's performance.

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

Safeguarding procedures are excellent and students feel safe and secure. The centre provides advice and support to others in the region, particularly related to the use of risk assessment to secure the safety of staff and students. Since the last inspection, the management committee has undergone considerable changes in personnel to refine its skills. However, these changes are relatively recent and do not yet fully provide a sharp enough focus on challenging senior leaders.

The work with parents and carers is exemplary and partnerships with other professionals are used extremely well to promote students' needs and well-being. The centre ensures that students have high quality opportunities for a 'second chance' in education and it works effectively to address discrimination. The improvements which the centre has effected on students' achievements, their attendance, behaviour and attitudes to learning, linked to the effectiveness of its self-evaluation, show that the capacity for further sustained improvement is good.

What does the school need to do to improve further?

- Ensure that in all lessons, teachers use information about the subject needs of individual students to best effect to maximise the progress they make.
- Use the skills of the management committee to give a sharper focus to challenging senior leaders and driving improvement.

Outcomes for individuals and groups of pupils

2

In general, students have a very negative attitude to education when they join the centre. The focus on developing students' self-esteem and confidence is the cornerstone of the centre's work. The restorative approach, with a particular focus on communication strategies and building positive relationships, promotes the good and in some aspects excellent development of students' personal and social skills. When they enter the centre, students' subject skills are below those expected for their age. By the time they leave these skills are much improved and are broadly in line with those expected. This represents at least good progress and for some progress is excellent. Students, including those who stay a relatively short period of time, make the same progress regardless of gender or ethnicity.

Staff provide a wide range of interesting and purposeful activities which motivate students and engage them in learning. There are very effective systems to determine the attainment of students when they enter the centre and set challenging targets. Excellent learning was seen in an English lesson with Year 8 students, where the teacher used the information about the subject needs of individual students and their targets very effectively to ensure that the progress of each was maximised. Such exemplary practice is not consistent in all lessons.

Students' spiritual, moral, social and cultural development is good. They show sensitivity to each other's feelings and support each other well and use times of reflection in a mature way. All are closely involved in helping to contribute towards the school community. Students visit local homes for the elderly and make an important contribution to the local community by helping with afternoon tea for the residents and work with the Friends of Montpelier Gardens. Through work with the police and other agencies, students are well aware of the effect of the local gang culture and how to avoid involvement. They

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

gain a clear appreciation of issues within Camden as well as those in a wider regional and national context.

The majority are very willing to express their views on how such issues affect their lives. In discussion, they showed an excellent understanding of the need for a healthy lifestyle, emphasising the importance of the very wide opportunities for physical development and the healthy lunches and break time snacks. This reflects the centre's Healthy Schools status. The improvements in students' personal skills and their attendance ensure that all are successful when they re-integrate into a mainstream school.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Most teachers and support staff work at the main site for part of their contract, at the Eversholt Centre for part of their contract and some are also part of the outreach team. This ensures that the quality of teaching and learning is of a consistently high quality across the provision. Teachers use a wide range of activities, often based on information and communication technology (ICT) and delivered through very effective interactive whiteboard techniques to engage and motivate students. They work together with the support staff extremely well so that there is a seamless approach to behaviour management and any inappropriate behaviour is not allowed to affect the learning of others. Teachers have excellent subject knowledge and plan their work extremely

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

conscientiously. However, in a few lessons it is focused on content delivery rather than clearly identifying the subject needs of each individual and how these will be met.

Adopting the restorative approach has made a significant impact on improving the centre's curriculum. Enabling students to work with horses, the establishment of a Girls Group within the PRU and links with the local the 'Music and Change' project have been instrumental in promoting and developing students' self-esteem and confidence. The centre continues to respond quickly to adapt the curriculum further to meet the ever-increasing complexity of need of its students. Enrichment activities such as the sports clubs, the annual residential visit, work with groups such as the Royal Shakespeare Company, and regular visits out of school linked to topics such as the First World War add to students' enjoyment of school and links their learning to real-life experiences. This is further supported by the skills students develop through activities such as the bike building sessions run by the Safer Schools Officer.

Across the provision staff are extremely effective in using the excellent relationships with their students to negotiate with them and explain why and how they might have 'overstepped the mark'. Staff make sure that all students, including those who arrive at different times, settle quickly and happily into school life. Parents and carers are partners in their children's education and the school works extremely well with them, and with a wide range of outside agencies, to support students' development. The school has well-embedded systems that consistently support the learning and well-being of vulnerable students extremely well so that they are not disadvantaged by their personal circumstances.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher leads by example and gives a clear sense of direction across the school. She provides the drive and determination to move the centre forward and her enthusiasm is infectious. She is ably supported by the deputy headteacher and between them they ensure that the vision for the development of the provision is very effectively translated into action. Monitoring is rigorous and has ensured a clear pattern of improvement in classroom practice so that there is effective teamwork between teachers and support staff, resulting in students' high quality personal development.

Recent changes in the personnel and in the structures and systems of the management committee have enabled it to gain a much wider range of skills and to take a more active role in monitoring outcomes for students. However, because these changes are relatively recent they have not had their full impact. The changes made to the curriculum and

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

teaching and learning ensure that the school fully meets its commitments to the promotion of equality of opportunity and it campaigns tirelessly to eliminate discrimination. The school's self-evaluation is accurate and everyone is clear about what needs to be done for the school to improve further. Staff approach key developments very enthusiastically.

The school has developed its links with parents and carers so that these are now exemplary. Students' academic targets and their individual action plans are made available to parents and carers on a regular basis and these are well used overall enabling them to be partners in their children's learning at home. The wide range of partnerships such as those with the police, social service, the Youth Offending Team and the psychological service make an extremely effective impact on improving students' behaviour and their well-being.

Safeguarding and child protection procedures are extremely thorough and extend beyond the centre providing support and guidance to students, parents and carers at home. The centre provides highly effective advice and support to others especially with regard to using risk assessment procedures to clearly identify how restorative strategies should be used to diffuse conflict situations. There are excellent links at local and national level through which the school promotes community cohesion. The centre is now exploring the development of links with schools abroad to enable students to develop their understanding of life in other countries.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

Nearly half the parents and carers returned a questionnaire which is above average for a PRU. The inspector also made use of the centre's own questionnaire data to give a comprehensive picture of the views of parents and carers. The overwhelming majority are

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

happy with the overall experience their children have at One One Five and how it helps their children to enjoy learning. The only negative response was around the progress that their child made. The inspection found that generally students made good progress in their learning. Comments such as, 'My son has changed so much during his time at One One Five, they have given him the confidence and tools to carry out the rest of his education in a mainstream school', reflect the very high regard in which they hold the centre. The inspection findings fully support these views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at On One Five Behaviour Support Service to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 7 completed questionnaires by the end of the on-site inspection. In total, there are 15 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	2	29	5	71	0	0	0	0
The school keeps my child safe	3	43	4	57	0	0	0	0
My school informs me about my child's progress	4	57	3	43	0	0	0	0
My child is making enough progress at this school	2	29	4	57	1	14	0	0
The teaching is good at this school	3	43	4	57	0	0	0	0
The school helps me to support my child's learning	1	14	6	86	0	0	0	0
The school helps my child to have a healthy lifestyle	1	14	5	71	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	1	14	5	71	0	0	0	0
The school meets my child's particular needs	3	45	4	57	0	0	0	0
The school deals effectively with unacceptable behaviour	3	43	4	57	0	0	0	0
The school takes account of my suggestions and concerns	3	43	4	57	0	0	0	0
The school is led and managed effectively	3	43	4	57	0	0	0	0
Overall, I am happy with my child's experience at this school	3	43	4	57	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



13 May 2011

Dear Students

Inspection of One One Five Behaviour Support Service, London, N19 5AH

Thank you for all the help you gave me when I inspected One One Five. I judged that the centre gives you a good education and that the way in which staff look after you, both in the centre and at home, is exemplary. I particularly enjoyed being able to talk to so many of you. You explained clearly to me that the centre is 'top notch' because of the way staff treat you like adults and help and support you not just in the centre but in your home lives as well. I could see that these aspects contribute significantly to helping One One Five to give you a good education.

The centre enables you to have a 'second chance' in education, and the care and guidance provided by all the staff are excellent. By helping you to overcome your dislike of school, the centre enables you to gain the confidence and self-esteem so that you can successfully re-integrate into a mainstream school. The small group sizes are a real help and as one of you said, 'lessons are fun, it doesn't feel like a school'. You all make a highly effective contribution to the local community through working with the elderly residents and with the Friends of Montpelier Gardens.

I have asked teachers to ensure that in every lesson they use information about the subject needs of each of you to maximise the progress you make. The management committee now has a great many skills which I want it to be able to use to make One One Five even better by providing more challenge to senior leaders and holding them to account more effectively for the work of the pupil referral unit. I know you will play your part in this by doing your best at all times.

Yours sincerely

Stuart Charlton

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.