

Pavilion Study Centre

Inspection report

Unique Reference Number	101255
Local Authority	Barnet
Inspection number	354969
Inspection dates	5–6 July 2011
Reporting inspector	Bill (William) Stoneham

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	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	53
Appropriate authority	The governing body
Chair	n/a
Headteacher	Shelley Dannell
Date of previous school inspection	15 January 2008
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Introduction

This inspection was carried out by one additional inspector. Seven lessons involving six different teachers and an external provider were observed. Time was also spent in classrooms and elsewhere observing work. Meetings were held with current and past students, members of the management committee, staff and headteachers from schools that work in partnership with the service. The inspector looked at various policy documents, including those relating to safeguarding, and questionnaires from seven parents and carers, 16 staff and 21 students.

The inspector reviewed many aspects of the centre's work, looking in detail at a number of key areas.

- How effectively the service is boosting attainment overall, including key skills for different groups of students.
- How well the curriculum meets the varied needs of different groups of students, particularly girls.
- How effectively the service has built on the emerging strengths identified in the last inspection.

Information about the school

The Centre provides for students who have been permanently excluded from mainstream schools because of their challenging behaviour. Most are in Years 10 and 11. Most students in Year 9 or below are re-integrated into mainstream education. Students in Years 10 and 11 generally stay in the centre until they reach age 16, although a few Year 10 students are re-integrated. The student population is ethnically diverse; the largest single group being of white British origin. Virtually all students have special educational needs and/or disabilities, usually associated with behaviour, social and emotional difficulties. Few, however, have a statement of special educational needs. A few students speak English as an additional language, though it is rare for a student to be in the early stages of learning English. There are approximately twice as many boys as there are girls on roll. All students have had significant periods of absence at their previous schools. When the inspection was undertaken, Year 11 students had all completed their examinations and were no longer attending the centre for formal education. On the afternoon of the first day of the inspection, all boys attended a special rugby coaching session provided by coaches employed by the Rugby Football Union. The girls attended an off-site football coaching session at a local sports centre. No lessons were taught on the second day as the service's timetable was suspended. The day was dedicated to staff working with students and their parents and carers providing detailed information about performance in school, what needed to be improved and planning each student's programme for the next academic year. The school's annual art exhibition was also hosted on this day.

The Centre has a number of awards including Healthy Schools Status; a British Council award for Outstanding Development of the International Dimension of the Curriculum and a Schools Safety and Cohesion Programme award. This is the only school of its type in the country to have received the British Council award.

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

Pavilion Study Centre provides a good education. Several aspects of this provision are outstanding, especially the care, guidance and support for students, the Centre's work with parents; its partnership work and its innovative approach to community cohesion. The quality of education is improving well. Morale is high. Staff are determined to change and improve the life chances of young people, many of whom have faced severe difficulties and traumas in their lives.

Attainment is broadly average. Most students join the service with histories of disturbed education and with below average levels of prior attainment. Allied to this, many face severe barriers to learning, including emotional, social and behavioural difficulties. Their progress at the Centre is at least good, with some making excellent gains in their learning and in their social and emotional development. Some students, especially some girls, make excellent progress and are gaining GCSE results that are at least average for their age. Attainment in subjects such as art and business studies is often above average. The service is extremely proud of the fact that some former students, including students from minority ethnic groups, gained such good GCSE grades that they have been able to progress to traditional sixth form courses and then to university, including Cambridge.

The quality of the outcomes is enhanced by excellent care, guidance and support; outstanding partnership work and a good, flexible curriculum. Teaching and learning are consistently good. Some learning, especially in art, is outstanding. In all subjects, students are set challenging targets. Work is assessed well and progress is recorded and carefully monitored. Staff are fully aware of every student's academic and personal development. Such careful assessment procedures have developed well since the previous inspection and have resulted in improved attainment.

Considerable care has been taken to ensure that the curriculum meets individual needs. Students are offered a good range of GCSE options and the off-site vocational options meet needs well. Partnership work is outstanding. There are many successful curriculum partnerships, such as with the Rugby Football Union (RFU). An impressive amount of work has an international theme. This permeates the curriculum and is reflected in the prestigious award from the British Council. In addition, education and care professionals, including many external agencies, work in unison to ensure excellent care, guidance and support. The Centre ensures good levels of students' safety and an emphasis is placed on encouraging safe, healthy lifestyles as acknowledged in awards such as Healthy Schools and the recently conferred award for school safety and cohesion sponsored by such bodies as The Metropolitan Police. Safeguarding arrangements are good, including appropriate risk assessments for the extensive and varied off-site work, including horse riding.

The school is led and managed well overall and benefits from the assured, confident leadership of its inspirational headteacher. The good management committee plays a

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crucial role in ensuring the quality of provision. Considerable efforts have been made to improve the students' skills in literacy, numeracy and information and communication technology (ICT). These efforts have successfully raised attainment. In lessons, however, it was noticeable that key words and phrases are not always displayed or referred to and students are not consistently offered chances to write in detail about their work.

The Centre enjoys considerable success in enabling students to progress and has a good record of improving the life chances of highly vulnerable youngsters. Younger students are invariably successfully re-integrated into mainstream secondary schools, while it is rare for Year 11 students to leave without a place at college, in training or in employment. This is accomplished in accommodation that is cramped, poorly lit and equipped; it is inadequate for its purpose. Improvements, including moving to a new site, are planned but, even when this happens, the current, inadequate buildings will remain in use. Despite these obvious impediments, the school has successfully built on the strengths identified in the previous inspection, and has secured significant improvements in target setting and in monitoring students' work which are having a positive impact on students' academic and personal achievement. This record of sustained improvement amply illustrates the ambition and drive of the committed staff team. Through good self-evaluation, staff know the school's strengths and areas for development and plan carefully to address these issues. This represents a good capacity to improve further.

What does the school need to do to improve further?

- Further raise attainment by ensuring a consistent approach from all teachers in developing students' skills in literacy by:
 - ensuring key words and vocabulary are always displayed
 - encouraging students to use these words and terms accurately in their oral work
 - giving students regular and ample opportunities to write in detail and for different audiences.
- As a matter of urgency, ensure that all teaching accommodation is fit for purpose.

Outcomes for individuals and groups of pupils

2

In lessons, students from all backgrounds, regularly make good, and sometimes outstanding, progress because of the challenges set. In a good business studies lesson, the student worked with great interest and enthusiasm. He showed detailed knowledge about the local economy and could identify niche markets for various cafs located on the local high street. His oral contributions were excellent but, overall progress was good rather than outstanding, because opportunities were not seized to challenge the student further by requiring him to present his analysis in writing.

Classrooms are settled. In the most effective lessons, behaviour is at least good. Students often come with low levels of prior attainment and are predicted to gain few or no qualifications. When they leave at the end of Year 11 all have a range of qualifications to present to colleges or prospective employers. These include GCSE examinations and a variety of vocational and other forms of certification. Almost all permanently excluded students, and those with special educational needs and/or disabilities, are making good

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progress in their work, with some doing exceptionally well, especially in their GCSEs. Results for boys and girls alike are now showing a strong trend of improvement.

Responsibility and enjoyment are actively encouraged. From the outset, it is made clear to the students that the Centre is not a soft option. They are there to work and they are encouraged to plan and take responsibility for their own learning. Students say they feel safe and cared for and there are good opportunities to pursue healthy lifestyles. Students have their own council and their views are listened to and acted on. For example, during the inspection, time was made available for female students to attend some additional sex education lessons in response to a request from the school council. Suitable information is provided about eating healthily and the dangers of alcohol, substance and drug abuse. Many physical activities are offered ranging from rugby to horse riding.

Attendance has improved well and is broadly average. Most students have vastly improved records, with a significant number attending almost all of the time. Much attention is paid to improving the students' economic well-being. Strenuous efforts are made to improve their skills in literacy and numeracy though attainment in these areas for some remains below average. The school promotes well students' spiritual, moral, social and cultural development. This is seen through art work, visits to different places of worship and the extensive work to promote international understanding ranging from a partnership with a South African school, to regular international food days where staff and students produce and share food to celebrate their own cultural backgrounds and identities.

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	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
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

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How effective is the provision?

Students learn well because they are invariably well and sensitively taught by knowledgeable staff. The working relationships between staff and students are good. The work set is mainly challenging and the students are encouraged to work independently. Much work is individualised. When the pace of learning slackened and was satisfactory rather than good, this was because the challenge was less apparent and the teacher did too much of the work. In these lessons, which were in the minority, students' behaviour was satisfactory rather than good. Outstanding learning was apparent in a mathematics lesson on areas and volume. The teacher had planned the lesson carefully and her 'step-by-step' approach encouraged students to tackle progressively more difficult questions with considerable success. Outstanding learning was further promoted because of the emphasis on subject-specific literacy with the teacher ensuring that all students could distinguish between 'cubes' and 'cuboids', for example.

A good curriculum is provided. For most students, two pathways are offered. Some will follow a traditional GCSE programme that equips them well for the next stage in their education. Other students follow vocational options. Choices are wide and are enhanced by some excellent learning partnerships that have been forged with other providers. For example, the coaching offered by staff from the RFU adds variety to the curriculum as well as building students' confidence. The innovative, international work adds depth and variety and contributes to rising attainment as well as having a good impact on personal development.

Care, guidance and support are outstanding. The school provides a highly, caring and supportive environment in which the students feel safe, comfortable and respected. The individual needs of students have high priority. Families and carers, including those from difficult to reach groups, are fully involved in their children's education and care. This was clearly illustrated in the well-planned and successful parent/carer consultation day held during the inspection. Effective induction methods and excellent partnerships with many different agencies enable students to settle quickly into the daily routines and to understand the high expectations that the centre has of them.

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 inspirational leadership of the headteacher, plus the committed and dedicated support of all staff, has resulted in a clear focus on successfully improving learning and driving improvement. Self-evaluation is good and improving. Excellent partnerships with many

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agencies, and with parents and carers, help to secure good and individualised programmes for education and social care and successfully promote both good learning and personal well-being. Safeguarding procedures are good. Risk assessments are detailed and thorough; all appropriate policies are in place and reviewed regularly. The good management committee monitors the school's work effectively. At all levels, there is a commitment to ensure that all students enjoy an appropriate education in a safe setting. Students make good, and occasionally outstanding, progress because the management of teaching and learning is appropriately focused on raising attainment.

An emphasis on respect, rights, boosting self-esteem and encouraging responsibility underpins much of the school's work. This makes a good contribution to the promotion of equality and tackling discrimination and has resulted in rising attainment and far better employment opportunities for students previously seen as disaffected and hard to engage. Outstanding efforts are made to promote community cohesion, not just through international work, but also through schemes such as 'Billy the Bully'. Students have written their own book on how to beat bullies and they present their work in local primary schools to help younger students combat the evils of bullying and other forms of unacceptable behaviour. Students also raise funds for charities and endeavour to engage with the local community. Students are encouraged to take pride in their own environment. Displays of high quality art work and photographs of students' participation in outdoor activities are impressive. They offer a real sense of pride and enjoyment and help to upgrade an otherwise uninspiring working environment.

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	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

Seven responses were received to the parents' and carers' questionnaire. This represents an average level of response. As the table below shows, the responses were

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overwhelmingly positive. This outcome is fully endorsed by a recent parent/carer survey undertaken by the Centre. As one respondent commented: 'My troubled child was given the love, care and understanding to thrive. As a result she has had a monumental change. The outcome is just unbelievable!'

Parents and carers know that the Pavilion Study Centre is serving its students well; a view endorsed by this inspection.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of students registered at Pavilion Study Centre 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 seven completed questionnaires by the end of the on-site inspection. In total, there are 42 students 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	2	29	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	3	43	2	29	1	14	0	0
The teaching is good at this school	5	71	2	29	0	0	0	0
The school helps me to support my child's learning	4	57	2	29	0	0	0	0
The school helps my child to have a healthy lifestyle	2	29	5	80	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)	4	57	2	29	0	0	0	0
The school meets my child's particular needs	4	57	2	29	0	0	0	0
The school deals effectively with unacceptable behaviour	6	86	1	14	0	0	0	0
The school takes account of my suggestions and concerns	6	86	1	14	0	0	0	0
The school is led and managed effectively	6	86	1	14	0	0	0	0
Overall, I am happy with my child's experience at this school	6	86	0	0	1	14	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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.



8 July 2011

Dear Students

Inspection of Pavilion Study Centre, London, N20 9DX

I thoroughly enjoyed my recent visit; thank you for making me so welcome. You told me that the school is good. I agree because almost all of you are making significant strides in your education and personal development. The staff help you but you also help by working hard.

Your school has many strengths. You particularly benefit from good and sometimes excellent teaching and outstanding care, guidance and support. The excellent work done with your parents and carers, and with many education and other partners, makes a key contribution to your learning and progress. The international work you do is also impressive. Your art work is often stunning and I enjoyed watching some of you practising your rugby skills. I was particularly impressed with some of the tackling I saw. I was disappointed that I could not attend the girls' football coaching session and I would have enjoyed watching the horse riding as well.

I enjoyed the lessons I attended. Though I have concluded your learning is good and occasionally outstanding, I have asked your staff to ensure that even more effort is made to improve your standards of work, especially your literacy skills. I have suggested they do this by ensuring key words and phrases are displayed in all lessons and that you are set more written work. You have fantastic fields to use but your school buildings are inadequate and I have asked the local authority to address this issue with urgency.

Thank you again for making me so welcome. I hope you will continue to support your dedicated staff by attending regularly and working hard. I would like to wish you every success in your future endeavours.

Yours sincerely

Bill Stoneham

Lead inspector

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