

Camden Primary Pupil Referral Unit

Inspection report

Unique Reference Number	100007
Local Authority	Camden
Inspection number	376334
Inspection dates	1–2 December 2011
Reporting inspector	David Scott

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	10
Appropriate authority	The governing body
Chair	Susan Ladipo
Headteacher	Ruth Draper
Date of previous school inspection	10 November 2008
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Age group	5–11
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Introduction

This inspection was carried out by one additional inspector. The inspector observed teaching and learning in 11 part-lessons, seeing eight teachers, and in all but one lesson, was accompanied by a member of the senior leadership team. Meetings were held with the headteacher, members of the senior leadership team, a member of the management committee, staff, pupils and a group of parents and carers. The inspector observed the unit's work, and looked at self-evaluation documentation, monitoring and assessment information, lesson plans and school policies. He also analysed questionnaires from five parents and carers. The unit's safeguarding procedures were also evaluated.

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

- How effectively is the unit boosting attainment for individual pupils and fostering learning and academic progress?
- Have the actions to overcome weaknesses identified in the previous inspection been effective enough to confirm that the unit has satisfactory or better capacity for sustained improvement?
- What is the impact of leaders and managers at all levels, including the management committee, on driving improvements?

Information about the school

Camden Primary Pupil Referral Unit caters for up to 12 full-time places for pupils from Years 1 to 6 who have been or who are on the verge of being permanently excluded from mainstream schools and for children who are awaiting placement in special provision. All pupils have special educational needs and/or disabilities, invariably associated with behavioural, emotional and social needs, with the majority having complex needs. The largest group of pupils are of White British heritage, most of whom are boys. The proportion of pupils known to be eligible for free school meals is well above average, with a minority of pupils being in the care of the local authority. The unit has gained the Healthy Schools 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

Camden Primary Pupil Referral Unit provides a good standard of education. The unit is a welcoming community where pupils are happy and their awareness of spiritual, moral, social and cultural issues is promoted effectively. The unit has excellent links with the community, particularly with its partner primary school, local teacher training institution, and sports and care and play providers. The partnerships with parents and carers and other agencies are effective and underpin and support the school's outstanding care, guidance and support for the pupils. As one parent commented, 'I only wished I had sent my son here earlier. He has really changed since attending the unit and is now behaving brilliantly.'

Pupils' attainment is improving, and is broadly average overall. This is because many pupils have experienced a legacy of underachievement, mainly because of previously disrupted schooling. Almost all improve their attendance when compared to that in their previous school. From low starting points when they enter the unit, most pupils make increasingly fast progress the longer they are in the unit and achieve well because staff work effectively to meet their individual needs and treat all children with dignity and respect.

Pupils demonstrate tolerance and empathy as they try to resolve disputes by developing a sense of what is acceptable conduct, and as a result behaviour is good. They feel safe and respect the views of others and are confident that the rare cases of bullying are addressed promptly. Pupils have a mature appreciation of what constitutes a healthy lifestyle and this is reflected in the unit gaining a national award in this area. Their attendance is excellent.

The quality of teaching is good. When learning activities are active and well matched to pupils' skills and enthusiasm, their progress accelerates and behaviour for learning is good. Nevertheless, in some lessons, teachers' explanations are too long and they do not engage pupils consistently with questions that challenge and help them to develop their speaking and listening skills.

Through honest and accurate self-evaluation staff have been successful in improving pupils' academic performance and sustaining effective practice in supporting their personal development. Governance is good. However, not all leaders and managers are focused on evaluating the impact of teaching on learning by analysing information robustly on pupils' performance by using measurable success criteria. Since the previous inspection, the unit has strengthened assessment procedures,

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broadened the curriculum and improved attendance markedly. These successful actions demonstrate good capacity to make further improvements.

What does the school need to do to improve further?

- Strengthen teaching to accelerate pupils' progress and raise attainment in all lessons by:
 - asking more probing questions which give pupils opportunities to develop their speaking and listening skills and explain their ideas fully.
- Sharpen the impact of leaders and managers at all levels, including governors, in driving improvement by:
 - ensuring that tracking and monitoring information is analysed robustly
 - ensuring new developments in teaching are judged against clear success criteria.

Outcomes for individuals and groups of pupils

2

In lessons where pupils are active in their learning, for example, in physical education and art, they make good progress, routinely work hard, display positive attitudes and behave well. The good relationships they have with their teachers and teaching assistants help make these lessons purposeful, friendly and fun events which are enjoyed by pupils and staff alike. For example, in an art lesson pupils thoroughly enjoyed learning about Vincent Van Gogh and print making. They listened well, worked hard, used the resources correctly, and were proud of their finished artwork. Similarly, in a numeracy lesson, information from a recent survey of pupils' and staff views regarding the popularity of different flavours of crisps was used. Here pupils plotted and presented the outcomes of the survey using tally charts to produce bar graphs. As a result of the teacher's highly effective questioning, pupils responded very well with good quality extended answers.

Typically, pupils join the unit with levels of learning that are below those expected for their age. Most make good progress against their targets for learning. As a result, pupils are prepared well for the next stage of their school career. Pupils' contribution to their own and other communities is effectively developed. The school council is becoming increasingly effective as the formal forum through which pupils can influence the running of the unit. The small number of pupils at the unit means that their opinions and thoughts are easily known to staff. Through the work associated with the national awards, pupils have a mature appreciation of the importance of maintaining a healthy lifestyle and regularly participate in many sporting and physical pursuits.

The school has worked assiduously with pupils, parents and carers to emphasise the importance of good attendance, which has improved markedly since the previous

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inspection. This is due in no small measure to the robust travel arrangements implemented by the unit for the collection and delivery of pupils. Awareness of wider national and international communities is gained primarily through the curriculum but also for example, through fund raising for Red Nose Day, working with a local national and internationally renowned museum and by attending the Eid assembly at the partner primary 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	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	2
Taking into account:	
Pupils’ attendance ¹	1
The extent of pupils’ spiritual, moral, social and cultural development	2

How effective is the provision?

To help pupils gain full access to learning, the creative curriculum focuses on personal, social and health education and on the core subjects of English, mathematics, science and information and communication technology. The afternoon enrichment sessions in sports such as cross-country, football, gymnastics, kayaking, rugby and swimming, together with cooking, art and French, provide good opportunities for pupils to learn skills and to control their behaviour and emotions in different settings. Visits and residential trips provide good opportunities for pupils to broaden their personal, social and sporting skills.

The unit’s approach to behaviour management, based on the principle of restorative justice, has had a very positive effect on pupils’ attitudes to learning. As a result, lessons proceed smoothly and teaching is good overall. Teachers regularly enthuse pupils with an appreciation of how learning relates to their present lives. Since the previous inspection, improvements have been made in the collection of data and assessment procedures; for example, through the moderation of internal judgements

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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by external advisers of the quality of pupils’ work. In some lessons, however, teachers’ explanations are too long with pupils not being actively engaged in learning or given questions that challenge and help them to develop their speaking and listening skills.

The unit is rightly proud of its outstanding pastoral support and guidance. Pupils whose circumstances make them the most vulnerable benefit from the highly effective partnerships with external agencies. The unit is extremely effective in supporting the well-being of pupils who have difficulties in their personal circumstances to ensure that they are not disadvantaged in their education. The team is very successful at engaging with families with challenging histories. The unit has excellent systems for transition which make sure all pupils settle happily into unit life. The support given to pupils as they reintegrate into mainstream or special schools is particularly strong. As one parent commented, ‘Since attending the unit my son has gone from being uneducable to being successful in mainstream education.’

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’s commitment and personal warmth have created a welcoming and harmonious ethos which permeates the unit and beyond. Her care and concern for all was evident throughout the inspection. As a result, morale is high and teamwork is a real strength. The senior team and other staff work well together and know the strengths of the unit, sharing the vision to improve and sustain achievement for all pupils. This has created a real sense of purpose and all support each other extremely well. Strategies for improving weaker teaching have been implemented through well-considered training programmes. Consequently, teaching is improving, and learning and progress are accelerating. The unit has a clear commitment to the promotion of equality of opportunity and tackles any discrimination effectively. Actions taken by leaders ensure that different groups make the progress of which they are capable. Pupils whose circumstances make them vulnerable or who previously displayed challenging behaviour now mostly enjoy their learning and make good progress. Partnerships with local schools and outside agencies are excellent and contribute very effectively to the pupils’ good achievement. Provision to promote community cohesion is good because leaders have an effective understanding of their own community and the different faiths, ethnicities and cultures within it. The unit’s international links are expanding and promote good awareness of global issues, for example through fund raising for Comic Relief, and by creating a variety of meals

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based on Nigerian cuisine.

The governing body is very supportive of the unit, fulfils all its statutory duties and is increasingly effective at holding the unit to account for pupils’ achievement. Good procedures are in place concerning safeguarding and risk assessment. These meet all government guidelines and include a carefully planned approach to child protection and the management of pupils’ safety, which contributes to their good understanding of how to keep themselves safe.

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	2
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	2
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

Although only five responses were received to the parents’ and carers’ questionnaires, this proportion represented a high return at 50% of pupils on roll. All responses were positive. During the inspection the inspector spoke with three parents and carers and examined the unit’s own recent survey. Both sources indicated high levels of satisfaction.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Camden Primary Pupil Referral Unit 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 five completed questionnaires by the end of the on-site inspection. In total, there are 10 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	4	80	1	20	0	0	0	0
The school keeps my child safe	5	100	0	0	0	0	0	0
The school informs me about my child’s progress	4	80	1	20	0	0	0	0
My child is making enough progress at this school	5	100	0	0	0	0	0	0
The teaching is good at this school	5	100	0	0	0	0	0	0
The school helps me to support my child’s learning	4	80	1	20	0	0	0	0
The school helps my child to have a healthy lifestyle	4	80	1	20	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)	5	100	0	0	0	0	0	0
The school meets my child’s particular needs	5	100	0	0	0	0	0	0
The school deals effectively with unacceptable behaviour	5	100	0	0	0	0	0	0
The school takes account of my suggestions and concerns	4	80	1	20	0	0	0	0
The school is led and managed effectively	5	100	0	0	0	0	0	0
Overall, I am happy with my child’s experience at this school	5	100	0	0	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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.



5 December 2011

Dear Pupils

Inspection of Camden Primary Pupil Referral Unit, Camden NW1 3JX

Thank you very much for the very warm welcome you gave me when I visited your school recently. I very much enjoyed meeting and seeing you at work and recreation. I very much valued the discussions I had with you and was particularly pleased to see the way you get along and treat each other with respect.

You go to a good school and since the previous inspection your attendance has improved significantly. You and your parents and carers told us that the school is a caring and happy place where you feel very safe. You make good progress in your lessons because of the excellent care and attention you receive from all staff to help you learn. Your teachers are determined to help you succeed and give you the best possible education. I have asked them to:

- ask you more probing questions that develop your speaking and listening skills so that you can explain your ideas more fully
- look closely and regularly at information about your performance and use this information to help you learn even better
- ensure that all staff apply clear success criteria when judging the effectiveness of their teaching in helping you achieve your very best.

You too can play your part in improving the school by working hard to achieve your targets and by following your teachers' advice when your work is marked. Once again, it was very good to meet you all and I wish you all the best for the future.

Yours sincerely

David Scott
Lead inspector

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