

# Primary Pupil Referral Unit

## Inspection report

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<b>Unique reference number</b>	131555
<b>Local authority</b>	Hammersmith & Fulham
<b>Inspection number</b>	381364
<b>Inspection dates</b>	20–21 June 2012
<b>Lead inspector</b>	Kay (Kathleen) Charlton

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

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<b>Type of school</b>	Pupil referral unit
<b>School category</b>	Pupil referral unit
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	8
<b>Appropriate authority</b>	The local authority
<b>Headteacher</b>	Janet Packer
<b>Date of previous school inspection</b>	21 October 2008
<b>School address</b>	Gilstead Road London SW6 2LG
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<b>Fax number</b>	020 7610 8073
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<b>Age group</b>	5–11
<b>Inspection date(s)</b>	20–21 June 2012
<b>Inspection number</b>	381364



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## Introduction

Inspection team

Kay (Kathleen) Charlton

Additional inspector

This inspection was carried out with two days' notice. The inspector spent two days in the school and visited eight lessons. Both teachers were seen, amounting to just over four hours of observation of teaching. Half of the lesson observations were undertaken jointly with the headteacher. Discussions were held with pupils, members of the management committee, staff and headteachers of schools with whom the Primary Pupil Referral Unit (PPRU) works. The inspector took account of the responses to the online questionnaire (Parent View) in planning the inspection. The work of the school was observed and the inspector looked at documentation, including the school improvement plan, minutes of the management committee, assessment information, pupils' records and work as well as a range of school policies. Three questionnaires received from parents and carers during the inspection and a significant number that the PPRU had undertaken over the last three years were scrutinised. Three phone calls were made to parents to check their views. Six questionnaires from pupils and five from staff were analysed.

## Information about the school

The Primary Pupil Referral Unit (PPRU) is a smaller than average-sized pupil referral unit. It provides support for pupils permanently excluded from school or at risk of exclusion. Although none of the pupils has a statement of special educational needs, all have identified behavioural, emotional and social difficulties. The great majority have a history of disrupted education in mainstream schools with frequent fixed-term exclusions. The number on roll varies throughout the year as pupils join at any point and at any age although most are aged seven and above. Nearly all attend the PPRU part time and spend the rest of the week in mainstream schools. Pupils are mainly from White British, Black British or Black African backgrounds. Few speak English as an additional language. The proportion of pupils known to be eligible for free school meals is very high. The headteacher took up post just after the previous Ofsted inspection. In 2009, the PPRU became part of the Local Authority Primary Inclusion Development Service with the headteacher as the overall service manager. In 2010 the PPRU moved to purpose-built premises on the site of Langford Primary School.

## Inspection judgements

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>1</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- The Primary Pupil Referral Unit makes good provision for its pupils. Pupils re-engage with learning very successfully and virtually all return to mainstream education. The PPRU is much improved since the previous inspection. It is not yet outstanding because teaching is not always of the highest quality and monitoring information about the PPRU's overall effectiveness is not as clear as it might be.
- Pupils' achievement is good. As a result of teaching that is carefully targeted to their individual levels of understanding all pupils catch up quickly. Pupils develop their skills in communication, reading, writing and numeracy particularly well because of the high focus given to these areas and the personalised support they receive.
- Teaching is good. Staff have high expectations and they set pupils targets that drive learning well. Their caring approach ensures that pupils feel valued and pupils' attitudes to learning and self-esteem improve dramatically. Occasionally, staff do not make best use of high quality, open-ended questioning to challenge pupils' thinking.
- In the extremely safe, friendly environment pupils make excellent improvements in managing their behaviour so that it is outstanding overall. Pupils show very high levels of engagement, extremely positive attitudes and enjoy their time in the PPRU. Their attendance improves dramatically.
- Leadership demonstrates drive and ambition. It has established very strong partnerships with a range of others, including parents and carers, which support pupils' learning very effectively. Performance management of staff is rigorous and ensures improvements in the quality of teaching. Whole-school planning is well targeted to address areas in need of development. However, the way in which monitoring information is presented makes it difficult for the PPRU, including the management committee, to check on its overall effectiveness. Safeguarding is extremely robust.

## What does the school need to do to improve further?

- By March 2013, ensure that staff make best use of high quality, open-ended questioning to challenge pupils' thinking in all lessons.
- By December 2012, simplify the way that monitoring information is presented so that the PPRU, including the management committee, can check more easily on its overall effectiveness.

## Main report

### Achievement of pupils

Pupils of different backgrounds and abilities make good progress from their starting points. On entry, most pupils are working at levels below those expected for their age. They settle quickly and by the time they leave their levels of attainment, including in reading, are broadly average. Pupils' records and their very well-presented exercise books, effectively demonstrate the good progress they make. Parents and carers feel that their children make good progress and discussions with pupils confirm this view.

The high emphasis given to the development of pupils' basic skills, particularly in language and literacy, supports learning in all areas. Pupils learn to express their views effectively and demonstrate particularly good progress in developing their skills in communication. They develop confidence in reading and writing for a range of purposes and are proud of their achievements. Most show good ability to gain information from text, for example when reading about animals. Many are able to give a clear view about the use of words to create effect, as seen when one pupil explained why she thought the phrase 'hideous, pink, frilly dress' made the reader smile. Pupils' skills in numeracy are developed effectively. They apply their skills well in everyday situations, for example when they worked out how much change they would have out of £20 on a simulated shopping trip. Pupils of all ages enjoy working with information and communication technology (ICT) and use it successfully for a range of purposes.

Across subjects, pupils make good progress. They are especially proud of their achievements in music and food technology. Personal and social education is at the heart of the provision and underpins pupils' achievements across the curriculum. The comments of one boy in the process of returning to mainstream school on a full-time basis demonstrated this well. He said it had been 'fantastic at the PRU' and he now had the confidence to do well back in his primary school.

### Quality of teaching

Teaching ensures that pupils achieve well over time. Parents and carers, as well as pupils, agree that teaching is good. Comprehensive assessment and tracking information shows the conscientious approach of staff to tracking pupils' progress.

The carefully constructed curriculum ensures continuity of provision between the PPRU and its linked mainstream schools. Staff are knowledgeable about each pupil's needs as well as the subjects they teach and they have a very systematic approach to teaching basic skills, including reading. All set high expectations, develop excellent relations and manage behaviour extremely well adding greatly to pupils' spiritual, moral, social and cultural development. In turn, pupils grow in confidence and concentrate very well in lessons. Teachers work in highly effective partnerships with support staff to improve pupils' attitudes and accelerate their learning.

Teachers' planning is thorough and built on detailed assessment of pupils' previous learning so that activities are pitched at the right level. Staff spell out the learning intentions and success criteria at the start of lessons giving pupils a clear framework within which to work. Pupils say they appreciate this and the fact that staff take time to listen to them. Resources are used effectively to motivate pupils, with particularly good use of ICT.

There are examples of outstanding teaching. In these lessons staff are astute in the ways in which they challenge pupils through excellent open-ended questioning. This has the effect of not only deepening pupils' understanding but also ensuring that they give extended answers built on very clear thinking about the issues in question. A particularly good example was when pupils explained whether they thought being honest or having a sense of humour was the most important element of a friendship. Teaching of this quality is not sufficiently consistent in all lessons.

### **Behaviour and safety of pupils**

Parents and carers, staff and pupils all confirm the substantial improvements that the school makes to the lives of pupils both at school and at home through developing extremely positive attitudes to learning. All make significant improvements week on week in their attendance and a number regularly achieve 100%. Pupils are friendly and respectful to adults and each other, and they get on very well together so that there is a very calm and harmonious working atmosphere.

Staff are adept in enabling pupils to address any difficulties they have in managing their own behaviour. The very strong liaison between the school staff and a range of outside agencies and mainstream schools is a crucial factor in the school's high level of success in this area. All staff have received extensive training in how to establish behaviour for learning and they use praise to best effect to help pupils recognise what is expected of a 'good learner'. The discerning feedback that pupils give to each other, for example when they give out the 'study ladder' awards or write compliment slips to their peers, make an important contribution to pupils' appreciation about how they might improve their own behaviour for learning. Opportunities for in-depth self-reflection are also instrumental in this process. There are no exclusions, and records show great improvements in pupils' behaviour and attitudes to learning over time. Pupils' pride in the PPRU and their work is a testament to their changed attitudes.

Staff ensure that pupils settle in quickly and adapt to the very clear expectations that are set not only with regard to behaviour but also to safety. Parents and carers

indicate that they feel their children are extremely safe and secure in school, that behaviour is of a high standard and that any type of bullying, for example cyber-bullying or prejudice-based bullying, is almost non-existent. Pupils confirm this, state that any bullying whatsoever would be dealt with swiftly and explain clearly about ways that they can keep themselves safe, for example when they meet strangers or when going out on visits.

## **Leadership and management**

The headteacher's vision of wanting to instil a 'love of learning' in pupils effectively underpins all developments. Along with the management committee she has driven the PPRU forward very well during a time of change in both the PPRU's remit and its location. The leadership ensures that all staff, including those from the Primary Inclusion and Development Service, work as a team supporting a cycle of improvement. Performance management systems are robust and contribute well to good teaching and good outcomes for pupils. Self-evaluation is rigorous and staff know what is needed for the PPRU to improve further. All are enthusiastic about how they might contribute to this process. Even so, monitoring information about the PPRU's overall performance is presented in an over-complex way, making it difficult to check that the PPRU is as effective as it can be.

The management committee has a good range of skills. It challenges well and makes an important contribution to strategic leadership. It works with the staff to ensure that the PPRU is a safe and cohesive community with very high quality procedures and practices in place to safeguard pupils. Leaders and managers ensure systems to promote equality of opportunity and tackle discrimination are good and, as a result, any gaps in the performance of pupils are effectively addressed. The curriculum is well organised so that it meets pupils' needs and promotes their spiritual, moral, social and cultural development very well. The range of visits, for example going rock climbing or visiting places of local interest, enriches the provision and adds to pupils' renewed enjoyment in learning.

Since the previous inspection the leadership has managed change successfully at the same time as ensuring improved teaching and outcomes for pupils. Very strong partnerships, including with parents and carers, make an important contribution to these improved outcomes. Parents and carers have full confidence in the work of the PPRU. Comments such as 'I am very, very happy' and 'They have done so much for my son', sum up their views well. The PPRU has good capacity to improve further.

## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	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 to 31 December 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](http://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.
Floor standards:	the national minimum expectation of attainment and progression measures.
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.**



21 June 2012

Dear Pupils

**Inspection of Primary Pupil Referral Unit, London SW6 2LG**

Thank you for your warm welcome and the help you gave me when I came to inspect your school. I judged the Primary Pupil Referral Unit to be a good school and that you make good progress. You told me how much you enjoy your lessons and that you work hard to try and return to your mainstream primary school.

Teaching is good. Staff help you to learn well. They mark your work regularly and give you very good advice about what you might do to improve it. You make great improvements in your behaviour so that it is excellent. You feel extremely safe at school and you say there is no bullying. You are clear that any member of staff will help you if you have a problem.

The PPRU is well led and managed and the staff are keen to make it even better. I have asked them to make sure that, in every lesson, your learning is as good as it possibly can be by always asking open-ended questions that really make you think. I have also asked them to make sure that the ways in which the PPRU shows how good it is are made easier to understand.

I am sure you will help by always trying your hardest.

Yours sincerely

Kay Charlton  
Lead inspector

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