

Haringey Tuition Service and Pupil Referral Unit

10 Bruce Grove, London, N17 6NA

Inspection dates 15–16 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Teaching is not strong enough in some lessons to make sure that every student makes the best possible progress. Some teachers do not encourage the students enough to develop their basic skills through discussions and imaginative activities.
- Although students do better than in their previous institutions, their achievement requires improvement because they are not always clear about how to improve work.
- Gaps between the central checks on students' progress are too long and assessments are not based firmly enough on in-depth evaluations of students' understanding in lessons.
- The range of subjects offered to the students is too narrow. They do not have enough opportunities to study science and technology.
- Overall attendance remains low. Students' attendance is often erratic and this has a negative impact on both their academic progress and on their personal development.
- The changing profile of the students has made for some disengaged and disruptive behaviour and a few incidents of fixed-term exclusions.
- The lack of permanent staff in the unit limits the way that responsibilities are distributed across the senior team. As a result, there has been limited time and attention given to developing the quality of teaching.

The school has the following strengths

- The headteacher has a clear vision for the future of the service and the place of the unit within it. This he shares with the strengthening management committee, which is ably led.
- Students feel safe at the unit and mostly behave well in class. Most are helped effectively to re-enter mainstream schools.
- The unit evaluates very accurately its strengths and weaknesses and the headteacher understands well how to improve it.
- The unit is very successful in helping Year 11 students continue in education and training.
- Most students improve their attendance compared with that in their previous school.
- Provision in the hospital class is good.

Information about this inspection

- This inspection covered the provision provided by the service at both the Bruce Grove site and at Simmons House. It did not include an evaluation of the home-tuition service or the provision on various library sites.
- The inspector observed six part lessons, all of which were joint observations with the headteacher. There were visits to both sites, including the adolescent psychiatric unit based at St Luke's Hospital.
- Informal discussions were held with students and a recent survey of their views was considered. There were discussions with the Chair of the Management Committee, the link officer from the local authority and the headteacher, as well as informal discussions with a number of the staff.
- There were no recorded submissions to the on-line questionnaire (Parent View) but the inspector took account of the unit's own exit surveys for parents and students at the end of the last academic year. Questionnaires from four staff were also considered.
- The inspector observed the school's work and looked at a number of documents. These included the school's own data on students' current progress, planning and monitoring documentation, records relating to behaviour and attendance, and documents related to safeguarding.

Inspection team

Sheila Nolan, Lead inspector

Additional Inspector

Full report

Information about this school

This integrated service provides for students whose medical needs make it impossible for them to attend a mainstream school. It also provides an interim service for students in mainstream schools whose medical conditions cause them to require further support. Other students who are unplaced in mainstream schools or who are disabled and have special educational needs follow individually tailored programmes. The provision also includes the adolescent psychiatric unit at Simmons House, a specialist Tier 4 inpatient provision for young people with acute and complex needs who cannot be managed safely in the community..

- The service aims, as far as possible, to re-integrate students into mainstream education at the earliest opportunity.
- One Year 1 pupil currently attends the unit and receives one-to-one attention and support. There are no children in the Early Years Foundation Stage. The majority of the students are dual registered and attend the unit part time.
- All students have complex needs. These include behavioural, emotional and social difficulties and a range of medical needs, including mental health issues. Approximately a quarter of the students have statements of special educational needs. All other students are deemed to be at school action plus. Students follow a restricted timetable and join and leave the unit at various times of the school year. Students attending the unit reflect the population of the areas as a whole.
- The unit is not in receipt of the pupil premium, additional funding provided by the government for those students who are in the care of the local authority, are eligible for free school meals or are from service families. Numbers known to be eligible for free school meals fluctuate significantly. The unit does not provide school lunches because of the mainly part-time nature of the students.
- The alternative provision covered by the unit includes home tuition and individual provision in public libraries.
- Students are put forward for examinations at the times most suitable to their circumstances.
- The unit moved to its refurbished building in September 2012. Five of its ten staff are permanently employed by the service. Of the other five, several are on long-term supply.

What does the school need to do to improve further?

- Strengthen the quality of teaching so that it is consistently good and leads to good progress for every student by:
 - ensuring that well-considered discussion and an imaginative range of practical activities are routinely part of each lesson
 - providing work that challenges every student, including those of higher ability
 - checking carefully the depth of students' understanding of the concepts encountered in the lesson
 - making sure that students fully understand how well they are doing and how to improve their work
 - ensuring that the development of teaching is a priority for senior leaders and the management committee.
- Broaden the range of courses on offer to the students by:
 - making sure that all students have access to science and technology
 - extending the range of GCSE courses available to those students who are able to benefit from

the study.

- As rapidly as possible appoint permanent staff so that senior leaders can manage all of their responsibilities effectively.
- Raise the students' rate of attendance still further by:
 - working even more closely with parents and carers to ensure that they fully understand the importance of the young people attending school regularly
 - providing worthwhile rewards for those who have a high rate of attendance.

Inspection judgements

The achievement of pupils

requires improvement

- Students mostly join the unit because of troubled histories in other institutions. Times of entries and length of stay vary according to their needs. Those who do stay to complete Year 11 gain a range of worthwhile accreditation that enables them to go on to further education or training. In this, the unit is very successful.
- Not all students, however, achieve as well as they could in English and mathematics, partly because of the erratic pattern of their attendance and the quality of some teaching. Individual students do achieve well in subjects, such as art, but the overall pattern of achievement still requires improvement because of the narrow range of courses on offer and the ceiling on some of the grades available.
- Progress in lessons is generally adequate but requires improvement. Because of the transient nature of the population of the unit, the intervals between central checks on the students' progress are too lengthy and the recording of their learning in lessons is not recorded in enough detail to show the extent of their day-to-day gains in understanding and knowledge.
- Over their time in the unit, most students do make up lost ground from earlier years in reading and writing although the extent of the gains in reading is not always clearly recorded.
- Students within the hospital unit make good progress in their academic work, building on their often previous high achievement and fast progress which was interrupted through illness.
- Students do make good progress in their personal development. This is because of the high quality of individual support that encourages students' confidence in learning and positive attitudes to work.

The quality of teaching

requires improvement

- Teaching in the unit varies from good to requiring improvement. It is consistently at least good in the hospital classroom.
- Variations in the quality of teaching occur across subjects and groups. The lack of permanent staff has placed an undue burden on the headteacher and his team so that there has only been limited time to work on developing the quality of teaching.
- Planning for some sessions focuses too much on content and does not pay enough attention to how to make sure students really understand the work. There is sometimes too little attention to encouraging students' spoken communication skills and an acceptance of brief answers.
- Students often experience a diet of listening and writing with little opportunity to explore their understanding or knowledge in a range of contexts or through practical activities. Written tasks are sometimes used as a means of managing behaviour rather than as the best way to help students learn.
- Students have targets but teachers' planning does not always make sure that the level of work is right for each student and that it builds well on their past learning. Not all staff have sufficient expertise in some areas of the curriculum so that they rely on giving facts or rules rather than exploring students' misconceptions or gaps in understanding. This is evident in some students' exercise books where their mathematics work, for example, follows a pattern of rules and linked exercises.
- Students' work is marked regularly but sometimes superficially. It is not always clear to students how to improve their work. It is also not always clear that the classroom checks on students' learning are thorough enough to underpin the termly central assessments of the students' progress.
- Good teaching is a regular feature of art lessons. A mixed group of students were enthusiastic about and engrossed in projects for their Art Award. They were keen to research their artists, evaluate their work to improve it and even extend their vocabulary with the help of an

enterprising teaching assistant.

- In the hospital classroom, students were greatly encouraged in their learning by a stimulating environment and by staff who were enthusiastic about the work. Students were clearly renewing their confidence and pleasure in their work as staff built sympathetically but firmly on students' interests. A troubled student, for example, really enjoyed her workshop session on buying and selling stickers.

The behaviour and safety of pupils

requires improvement

- There has been an increase in exclusions from the unit in recent months because of the changing nature of the issues causing the students to leave mainstream schools. Senior managers have worked effectively at making sure that vulnerable students with medical needs are not disturbed by the disruptive behaviour of some other students.
- In most classroom sessions, students behave sensibly and cooperatively. Many make good strides in improving their attitudes to learning but most remain very dependent on their teachers. Few are able to work on their own or to take the initiative in developing their ideas.
- Generally the staff manage students' behaviour well but given the increasingly troubled young people within the unit, there are instances of disturbed and disturbing behaviour. Nevertheless a real strength of the unit is the good relationships between adults and students.
- Students report that they feel safe in the unit and they are helped to understand the nature of the dangers they may encounter out of school. Different types of bullying are understood and the high ratio of adult to students within the unit means that any issues are dealt with rapidly and effectively.
- Students improve their attendance when compared with their records in other institutions. However, attendance is still too low and below the national figures for special schools. Students' patterns of attendance are often erratic and this affects their learning. Although the unit communicates well with parents and carers, there is more to be done to help them understand the importance of regular attendance as there is in rewarding students for good attendance.

The leadership and management

requires improvement

- Much has changed and improved since the last inspection. The current headteacher has made a good start in re-locating and establishing the unit in its refurbished building. Nevertheless, the lack of permanent staff has hindered developments in the unit, not least the work on improving the quality of teaching. It has also affected the way in which responsibilities are distributed across the staff. The leadership of the hospital classroom is good. Some leaders lack either the time or the skills to fully monitor and develop areas of learning.
- The headteacher shares a common vision with the management committee and officers of the local authority, including the head of alternative provision on how to move the unit on from an interim provision to a multi-purpose school unit. He has a very clear and accurate view of the units' strengths and of the areas that need further development. There is a clear understanding that closer links with mainstream schools and with the hospital unit can be better used to support teachers' professional development and so improve teaching and the learning of the students. Performance management for staff has been improved since the last inspection and is better linked to salary progression than previously.
- Likewise, the headteacher is working towards developing a curriculum that provides greater scope for students to achieve well in GCSE examinations and in other forms of accreditation. The unit rightly acknowledges that students do not have enough or equal access to science and technology, partly because of the lack of staff expertise but also because of limited facilities. Curricular provision in the adolescent psychiatric unit is good.
- The unit acts as a real ambassador for its students and their families. It strives to tackle any discrimination effectively. It also makes sure that all safeguarding is treated very seriously and that all statutory requirements are enforced. Partnerships with parents, carers and external

agencies are strong although there is more to do in supporting students to attend regularly.

- Support from the officers of the local authority is good. They understand well the issues facing the unit and are working closely with the management committee to bring about necessary changes.

■ **The governance of the school:**

- The management committee is growing in understanding of the workings of the unit and its relationship to local schools. It is well guided by an able chair person who manages well any training needs. There has been a real drive to recruit local headteachers so that there is a genuine interest and vision for the development of the unit as well as for other areas of the inclusion service. The performance management of the headteacher is carried out rigorously as is scrutiny of the performance of the staff and the links to salary increases. The committee receives regular reports from the unit and is acutely aware of the staffing issues affecting the quality of teaching and the curriculum. Members have a good overview of the unit's resources and have a working knowledge of the budget. Members of the management committee are experienced in the processes of safer recruitment and the safeguarding of the students is given a high priority.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	131584
Local authority	Haringey
Inspection number	402482
Type of school	Pupil Referral Unit
School category	Pupil Referral Unit
Age range of pupils	4–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	44
Of which, number on roll in sixth form	3
Appropriate authority	The local authority
Chair	N/A
Headteacher	Mr Gordon McEwan
Date of previous school inspection	17–18 June 2010
Telephone number	020 8888 2123
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