

Pavilion Study Centre

58b Chandos Avenue, Barnet, London. N20 9DX

Inspection dates

21–22 May 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school because:

- Teaching is good overall. Students in all year groups make good progress due to careful planning and the high quality of the support they receive.
- Students who benefit from extra funding make the same progress as other students because of well-organised and effective support.
- Students who are more able achieve well because of the high expectations of their teachers. The majority of students left school in 2013 with a minimum of 5 A*-C grades at GCSE and with nationally recognised qualifications in practically based courses.
- The school is effective in helping students to significantly improve their attitudes to education. Students are generally enthusiastic learners, their behaviour is good and the majority attend at far higher rates than when they were at previous schools. They feel safe and secure and they are well cared for.
- Leadership and management are good. Senior and middle leaders provide effective management. Together they have raised standards of teaching and students' progress since the previous inspection.
- The management committee provides consistent challenge and support to the school's leadership.

It is not yet an outstanding school because

- Teaching is not of a consistently high enough standard to make sure that all students make rapid progress.
- There are occasional inconsistencies in the quality of marking of students' work and the feedback students receive. This means that sometimes students do not clearly understand how to improve their work.
- The attendance of a minority of students is poor despite the school's best efforts.

Information about this inspection

- Inspectors observed eight lessons and parts of lessons, the majority of which were jointly observed with senior staff. It was not possible to observe teaching in Year 11 since the students were out of school on study leave. Inspectors instead scrutinised their course work in English, mathematics and a range of other subjects leading to GCSE qualifications.
- Meetings were held with middle and senior leaders, students, the Chair of the Management Committee and two representatives of the local authority.
- Inspectors looked at the centres' regular surveys of parents' opinions. There were too few responses to the on-line questionnaire (Parent View) to be included. The team also looked at student questionnaires provided by the two centres and 14 completed staff questionnaires.
- The inspection team observed the school's work and looked at a range of documents including self-evaluation and planning. Inspectors checked the records of students' progress, behaviour and attendance since the previous inspection as well as monitoring reports on the quality of teaching and the curriculum. All records relating to the safeguarding of students were scrutinised.

Inspection team

Melvyn Blackband Lead inspector

Additional inspector

Clemantina Olufunke Aina

Additional inspector

Full report

Information about this school

- There are two centres. The Pavilion Study Centre at Whetstone provides education for students who have been permanently excluded from mainstream schools because of challenging behaviour. There are more boys than girls. Most students are in Years 10 and 11. A small number of Year 7-9 students are educated at the Pavilion Meadway Centre, which is a few miles away but within the borough.
- The Pavilion Meadway Centre also provides for a small number of students in Years 7-9 who remain on the role of their mainstream school but attend the centre for six weeks to enable them to catch up in basic skills and to help improve their attitudes to school and learning. The Pavilion Study Centre also provides programmes for Key Stage 3 and Key Stage 4 students who are at risk of permanent exclusion. Students remain on the role of their mainstream schools but attend the Pavilion centre for up to six weeks.
- The school uses a range of outside education providers such as local colleges and sporting organisations.
- The student population is ethnically diverse, the largest single group being White British. A very few students speak English as an additional language but no students are at the earliest stages of learning English.
- A very small proportion of students have statements of special educational needs associated with their behavioural, emotional and social needs.
- A larger than average proportion receive the additional government funding (Pupil Premium) because they are entitled to free school meals or are in local authority care.
- The headteacher was appointed in 2013 to an acting role and her post was made permanent in the spring term of 2014.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by:
 - ensuring consistency in the marking and the feedback to students about their work so that they know how to make their work better.
 -
- Continue to improve the attendance of the minority of students with a high absence rate to ensure they make better progress.

Inspection judgements

The achievement of pupils

is good

- The attainment of students on entry is generally below average, due to their often troubled experiences and poor attendance at their previous schools. Younger students in Years 7-9 at the Pavilion Meadway make good progress, including the students on short-term placements from mainstream schools. A large majority of the Year 7-9 students are successfully re-integrated into mainstream education at different schools, after a short period at the Pavilion Meadway. This is because they have made a good start in improving their skills in reading, writing and numeracy. This gives them the confidence and motivation to succeed in a mainstream environment.
- The majority of older students in Years 10 and 11 remain at the Pavilion Whetstone. Their progress is improving and last year, for the first time, a majority left with 5 A*-C grades at GCSE. More able students are challenged successfully to achieve higher grades. However, when the passes in English and mathematics are counted together, the figure drops. Although almost half of students attained a GCSE grade 'C' in mathematics, the results for English were lower. The school is well aware of this and has implemented measures to improve results.
- Students generally choose to follow a mixture of academic subjects and other more practical courses which result in work-related qualifications. They make good progress in these courses, which are in most cases provided by local colleges. As a result, almost all the students leave with qualifications which enable them to go on to further study at college. There are very few who leave without the prospect of further education or training.
- Since the previous inspection, there has been consistent improvement in the rate of students' progress. The majority of students make the progress expected nationally of all students and a growing minority do really well and make progress that exceeds national expectations. Not enough students, however, make the rapid progress which would make their achievement outstanding.
- The gap in the standards which students attain between those who receive extra funding and others has narrowed to the point where, by Year 11, there is little difference in their rates of progress and in their grades at GCSE. The additional pupil premium funding and Year 7 'catch-up' funding is used well to target areas of weakness in literacy and numeracy. The very few students with special educational needs and those for whom English is an additional language make progress comparable to that of other students.
- Students' progress in literacy and numeracy is good. This is because the students' ability in these areas is carefully assessed on entry and, where appropriate, substantial support is provided, either by individual or small group extra tuition or by increasing the amount of adult support in classrooms. Students often make significant gains in their reading scores. Literacy is promoted well throughout the curriculum. For instance, teachers provide lists of keywords which students are encouraged to read and spell and incorporate in their writing.

The quality of teaching

is good

- Teaching is consistently good throughout the school, with some that is outstanding. This has ensured that standards have consistently improved since the previous inspection. Leaders make rigorous and regular checks of the quality of teaching and of the work of those in charge of subjects. The improved teaching means the rates of students' progress, including for those who receive extra funding and those for who speak English is an additional language, have continued to improve and students achieve well.
- Teachers have good knowledge of their subject. They plan in detail and they have high expectations of students. Activities are interesting and challenging and students rise to the challenge well. As one stated, 'If you come here and want to do well, you get every chance.'
- Relationships are positive. Classes are small and students value the high degree of individual tuition and support they receive from adults. Teaching assistants work effectively with small

groups or individuals. As a result, students have the confidence to try new things and learn from their mistakes.

- Teachers are skilled in asking searching questions and in using these to adapt work quickly when students find tasks difficult. For example, in a Year 10 science lesson, information about how chemicals react was confusing students. The teacher quickly realised this and brought in a variety of practical illustrations. This helped students understand the process, enjoy the learning and they made excellent progress.
- The checking of students' progress is effective and this enables teachers to track how well each student is doing on a regular basis. Teachers take care to correct spelling and grammatical errors and this promotes better standards of literacy. However, the marking of students' work is inconsistent. Teachers do not always indicate to students how well they have done in a piece of work or how they can improve their work. Students are sometimes unsure of the next step and this can slow down their learning.

The behaviour and safety of pupils

are good

- The behaviour of students is good. Students have positive attitudes to adults and to their learning. They value the 'second chance' they have been given to succeed and try hard to get the best from their education. This has a strong impact on their good progress.
- There is a calm atmosphere around the school, with good relationships between students and adults. Students enjoy discussions and this they do with patience and tolerance of others' points of view. Outside classrooms, the students socialise well. On both sites, the students behave maturely and sensibly and with courtesy and respect for staff and students.
- Most students settle well in the Pavilion despite often having a history of challenging behaviour in their mainstream schools. This is a significant improvement. They understand the importance of positive attitudes in school and adult life. They value the personal care and attention they receive. As one student said, 'Why mess about? What's the point?'
- The school manages behaviour well. Students are treated with respect. They understand the rules and what is acceptable behaviour. Occasionally if a student is disruptive, it is dealt with effectively and fairly. Students appreciate this. The school's records show behavioural incidents are decreasing. The number of fixed-term exclusions has gone down significantly since the previous inspection although it is still relatively high. The school is working hard to embed the principles of 'restorative justice' whereby students are encouraged to reflect on their actions and make amends.
- Bullying is rare and students confirm that staff deal with it quickly and effectively. Students gain a clear understanding of how to combat bullying through assemblies, and personal, social and health education. They also benefit from many visitors and groups who visit the school, such as police liaison officers and drama groups.
- The school's work to keep students safe and secure is good. Students and their parents confirm that they feel very satisfied with arrangements. Safeguarding arrangements are robust. All students receive a substantial amount of individual counselling and support. School staff monitor regularly students safety when they attend local colleges and sports clubs.
- The attendance of most students has significantly improved since joining the school, from often low levels at previous schools. A minority, however, continue to have poor attendance despite the determined efforts of the staff.

The leadership and management

are good

- The headteacher, through her enthusiasm and determination, has led continual improvement in standards of teaching and students' progress. She is supported well by a team of experienced senior and middle managers. Morale is high and staff reported that they feel proud to be associated with the Pavilion Study Centre. There is a culture of high expectations of staff and students.
- Leaders check each aspect of the school's work thoroughly. Self-evaluation of the school's

strengths and weaknesses is accurate and detailed. Senior staff are well aware of variations in the quality of teaching and the need to improve the students' progress further, for instance in English at GCSE. Development planning is securely based on these priorities and is focused relentlessly on continued improvement. The management committee and the local authority support the school's work effectively. There is, therefore, good capacity to maintain and build on improvements.

- There is effective checking and recording of students' achievement, except on some occasions in checking the quality of marking of students' work. This plays a significant role in ensuring each student makes good and improving progress, including those with special educational needs, those receiving extra funding and those for whom English is an additional language. Leaders make sure that all students are treated equally. There is no discrimination.
- Teaching is accurately and regularly monitored. Senior staff and subject leaders observe lessons, check the students' books and assessments and very regularly patrol the school. There has been increasingly rigorous management of the performance of staff since the headteacher's arrival. Teachers agree challenging targets for their work. There are clear policies for the rewarding of good performance linked to pay and responsibilities. Teachers and other staff benefit from regular professional development opportunities and further training.
- The curriculum in Years 7-9 is closely linked to the National Curriculum and the programmes of study that are found in mainstream schools. This is effective in preparing students to return to mainstream schools. Older students have a good choice of pathways to follow, leading to academic and/or work-related qualifications. There is a good range of subjects and courses and students achieve well.
- Alternative providers such as local colleges or other institutions deliver some courses for older students. For example, Saracens Rugby Football Club provides a sports science course, including English, mathematics and financial management, which is suitably accredited. Finchley Boxing Club gives students the opportunity to learn to box and to learn to manage aggression and their own behaviour. The partnerships with outside providers remain a strength of the centre's work. The curriculum has a positive impact on students' progress, behaviour and well-being and contributes very well to their spiritual, moral, social and cultural well-being.
- Some of the classrooms at the Pavilion Whetstone are in a poor state and do provide adequate space and good facilities. As a result, it is difficult to teach practical science and design and technology, although the teachers make up for weaknesses in the accommodation through their good teaching. The local authority has plans to build a new school in the near future.
- Relations with parents are good. Parents are very satisfied with the work of the school. They receive appropriate information from the school and are well informed of their child's progress and good conduct.
- Safeguarding arrangements are robust and meet statutory requirements.
- **The governance of the school:**
 - The management committee have a good understanding of the school's priorities and areas for development. They have received training about school data, financial management and the safeguarding of students and this has helped them to check on the students' progress and safety. They are fully aware of the impact of extra funding and they monitor performance management arrangements appropriately. They check that this and the training and support given to teachers results in improved performance and that weak performance is properly addressed.

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 students' needs. This ensures that students 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 students' needs. Students 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 students 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	101255
Local authority	Barnet
Inspection number	439451

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 students	11–16
Gender of students	Mixed
Number of students on the school roll	81
Appropriate authority	The Management Committee
Chair	Brian Salinger
Headteacher	Joanne Kelly
Date of previous school inspection	5–6 July 2011
Telephone number	0208 466 1533
Fax number	0208 446 0129
Email address	jkelly@pavilion.barnet.sch.uk

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