

Inspection of a good school: Pavilion Study Centre

58b Chandos Avenue, Whetstone, London N20 9DX

Inspection dates:

18 to 19 October 2022

Outcome

Pavilion Study Centre continues to be a good school.

What is it like to attend this school?

Pavilion Study Centre is a school pupils like to go to. Many have found it difficult to attend other schools. Some pupils have medical needs, others have found it difficult to follow rules in other schools. They like the individual attention they get at Pavilion Study Centre. They told inspectors that this helps them with their learning.

Leaders have recently opened a new school building. Some staff and pupils have moved into this building. Others work in different buildings. Some attend school at hospital and some are educated in their home. Leaders are developing systems to support both staff and pupils in these new settings.

Staff know each pupil well. If a pupil needs a break from class they are supported to have this. Breaks are fine-tuned to individual interests, such as boxing or access to the gym. This helps pupils to re-engage with learning quickly. Staff have high expectations for pupils' learning and achievement.

Behaviour on all sites is well managed. Staff intervene early when they need to. There are very good relationships between staff and pupils. Bullying rarely occurs. If it does happen, it is dealt with very quickly. This helps pupils to feel safe and happy at school.

What does the school do well and what does it need to do better?

Pavilion Study Centre offers different learning experiences at each of the sites. However, leaders make sure that the knowledge pupils learn is consistent across all sites. Teachers meet regularly to share their curriculum thinking and good practice. They plan some of their teaching together. This works well for individual subjects, but what works well in one subject is not consistently shared with other subjects or across the whole curriculum. This means that some subjects and some teachers do not know about the best practice that is demonstrated in parts of the school.

Leaders have implemented a wide curriculum. Some pupils, for example those that are ill, find it difficult to access the full range of subjects. In these cases, staff prioritise subjects that are important for the pupils to learn and subjects they enjoy. Pupils also have access to online learning. Where appropriate this links with their home school.

Subjects are well planned and sequenced. If pupils miss any learning they are helped to catch up. When pupils join the school, teachers check for any gaps in their knowledge. Teachers make sure that they address these gaps in knowledge through specific teaching.

Reading is a key focus across the school. Many pupils are behind with their reading when they start at the school. Younger pupils are taught phonics and their reading skills are systematically developed. Leaders have developed a well-planned approach to reading for older pupils. This helps those who have fallen behind with their reading to catch up.

Teaching takes place in small groups or in one-to-one sessions. Pupils are given the support they need to succeed. Pupils want to learn. They know what they want to achieve. For some this is to return to mainstream school. Others want to gain qualifications, so that they can access college courses or apprenticeships.

Teaching is fine-tuned to the needs of individuals. Pupils with special educational needs and/or disabilities are well supported. Teaching takes into account pupils' emotional states and teachers adjust their approach to lessons to help pupils join in. Pupils learn about others who are different to themselves. Enrichment activities support learning. For example, pupils participate in trips outside of school to look at the identification of trees or to attend dance and music workshops.

Occasionally, in lessons, there is some low-level disruption. Staff skilfully manage this and use pupils' interests to re-engage them in their learning as quickly as possible. Opportunities are also provided for pupils to talk to key staff outside of lessons. This helps the pupils to regulate their behaviour and return to their lessons as quickly as possible.

The school is well led and managed. Most staff feel supported by leaders. Governors know the school well. The school is well regarded by other schools who place pupils at The Pavilion Study Centre. Leaders manage staff workload well.

Safeguarding

The arrangements for safeguarding are effective.

Pupils are safe in school. Leaders are acutely aware of the risks to pupils, both in and out of school, and work hard to reduce these.

Leaders have well-developed systems for keeping pupils safe. Staff are well trained in the use of these systems and in identifying the signs that a pupil may be at risk of harm. Leaders involve other agencies to secure support for those pupils who need it. They follow up with these agencies regularly to make sure that pupils get the help they need.

Leaders work with parents and others to help pupils to attend school regularly. They ensure they know where pupils are and that they are safe.

Leaders have implemented appropriate processes to safely recruit staff and to manage any concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers share their practice of what works well in individual subjects across the different sites on which the school operates. However, this is not consistently shared with other subject teachers or across the staff team. This means that some subjects and some teachers do not implement the curriculum as well as others. Leaders should develop an approach that sets out an overview of the whole curriculum and encourages sharing of what works in different subjects.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in September 2017.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	101255
Local authority	Barnet
Inspection number	10240426
Type of school	Pupil referral unit
School category	Maintained
Age range of pupils	5 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	46
Of which, number on roll in the sixth form	0
Appropriate authority	The local authority
Headteacher	Joanne Kelly
Website	https://www.the-pavilion.co.uk/
Date of previous inspection	12 to 13 September 2017, under section 5 of the Education Act 2005

Information about this school

- The school has moved into new premises since the last inspection.
- The school has three sites, which includes a hospital ward.
- The school caters for pupils who have been permanently excluded, are at risk of permanent exclusion, or are too ill to attend school.
- Some pupils are taught at home or in the community.
- The school does not use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with leaders and governors of the school and spoke to a representative of the local authority.
- Inspectors carried out deep dives in these subjects: English, mathematics, science and art. For each deep dive, inspectors discussed the curriculum with subject leaders,

visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors scrutinised a range of documentation in order to inspect safeguarding practice. They held a discussion with the designated safeguarding lead and looked at the single central record of pre-employment checks on staff.
- Inspectors considered responses to Ofsted's Parent View.

Inspection team

Penny Barratt, lead inspector

Ofsted Inspector

Janice Howkins

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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