

Inspection of a good school: Southwark Inclusive Learning Service (Sils)

2 Davey Street, Peckham, London SE15 6LF

Inspection dates:

23 and 24 January 2024

Outcome

Southwark Inclusive Learning Service (Sils) continues to be a good school.

What is it like to attend this school?

Pupils thrive at this school. This is because staff have extremely detailed knowledge of each individual pupil and have developed strong, caring relationships with them. Pupils rise to the high aspirations that adults have for them.

Pupils know that staff will quickly resolve any fallouts or incidents of bullying. Most pupils behave well throughout the school day. Pupils feel safe in school. While some pupils find managing their behaviour difficult, behaviour in lessons does not typically distract others from their learning. Any small outbursts are quickly dealt with.

Pupils are prepared well for life after school. Older pupils benefit from valuable careers advice. This includes individual discussions about future career options, visits to careers fairs and opportunities to speak with colleges and businesses.

Trips and activities are used well to interest pupils in their learning and to provide them with experiences beyond the classroom. Opportunities for pupils to discuss topical issues are regular features of the curriculum. For instance, pupils speak with maturity and eloquence about what it means to be British and to live in modern Britain.

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

Pupils have often experienced significant disruption to their education before joining this school. The school's priority is to help them regain an interest in learning. The school assesses pupils' academic, social and emotional needs early on. With the curriculum and therapeutic support provided, over time, pupils settle in well.

Recently, there has been a change in the pupil cohort attending the school. More pupils now come to the school due to severe emotional, mental health or behavioural issues. The school has recognised the need to redesign the curriculum to meet the needs of these pupils with increasingly complex needs. The resulting curriculum is carefully set out to ensure that learning progresses over time and pupils are supported in acquiring and

retaining knowledge as they move through the school. The intended curriculum is being followed, and teachers appreciate the way it helps them know what to teach and when.

Teachers routinely revisit learning to deepen pupils' understanding. They use effective questioning to extend pupils' thinking and to check that pupils have learned what they have been taught. Pupils are encouraged to explain their ideas and sometimes surprise even themselves with their correct answers.

Pupils read aloud with confidence and accuracy, often correcting their own errors. Weaker readers receive additional reading support, and the school is introducing a phonics programme for those with gaps in this area.

The school places a strong emphasis on the well-being of its highly vulnerable pupils. Staff take their responsibility for the pupils very seriously. They work closely with the safer schools officer and other external agencies. This helps pupils to develop resilience and to learn skills that help them resist the pressures they face in the community.

The school's approach to behaviour teaches pupils to consider the impact of their actions, and to put right any mistakes they make. However, some pupils use inappropriate language casually, and staff do not consistently challenge this.

Some pupils do not attend school regularly enough, causing them to miss out on important learning and experiences. The school uses a range of strategies to address this issue but acknowledges that there is still more work to be done. The school ensures that pupils who are unable to attend have access to workbooks, tutoring and online materials to avoid falling behind. This support is provided even for short periods of absence, ensuring that pupils can keep up with their peers when they return to mainstream education.

Staff report that leaders are responsive and open to listening to their views. Recent changes to tackle workload have helped to improve staff well-being.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The reading curriculum has not been implemented fully enough to support the increasing number of pupils joining the school at an early stage of reading. As a result, these pupils do not make the progress in reading that they could. The school should ensure that a more consistent and robust framework for the teaching of reading is in place across the school.
- Some pupils do not attend school often enough. This means that they miss out on essential learning and vital school experiences. The school should ensure that their

ongoing work leads to improvements in pupils' attendance.

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 second ungraded inspection since we judged the school to be good in January 2015.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	135260
Local authority	Southwark
Inspection number	10290151
Type of school	Pupil referral unit
School category	Maintained
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	63
Appropriate authority	The local authority
Headteacher	Yomi Adewoye
Website	www.silsschools.org
Date of previous inspection	5 June 2018, under section 8 of the Education Act 2005

Information about this school

- The primary area of need for most pupils is social, emotional and mental health.
- Some pupils attend part time and are dual registered with both this pupil referral unit and their mainstream school.
- The school does not use any alternative provision.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- During the inspection, inspectors held discussions with the headteacher and other leaders, including curriculum and pastoral leaders.
- Inspectors held discussions with teachers, teaching assistants and governors.

- Inspectors carried out deep dives in English, mathematics and personal, social and health education. For each of these subjects, 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 met with members of staff individually and in groups and spoke to pupils at various points during the inspection. Inspectors took account of responses to pupil and staff surveys.
- Inspectors looked at records relating to behaviour, bullying, attendance and safeguarding.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

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Ofsted Inspector

Georgina Herry

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