

# Newhaven Pupil Referral Unit

## Inspection report

---

<b>Unique Reference Number</b>	100103
<b>Local Authority</b>	Greenwich
<b>Inspection number</b>	276250
<b>Inspection dates</b>	8–9 December 2005
<b>Reporting inspector</b>	William Geoffrey Robson

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

---

<b>Type of school</b>	Pupil referral unit
<b>School category</b>	Pupil referral unit
<b>Age range of pupils</b>	5–16
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Betty Weston Mrs Alice Hexter
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Newhaven Gardens Eltham Greenwich London SE9 6HR
<b>Telephone number</b>	020 8859 3114
<b>Fax number</b>	020 8294 2586

---

<b>Age group</b>	5–16
<b>Inspection dates</b>	8–9 December 2005
<b>Inspection number</b>	276250

---

---

© Crown copyright 2005

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

Newhaven Pupil Referral Unit teaches boys and girls with a variety of needs on two sites in Greenwich. The main Newhaven site provides for pupils aged 11 to 16 who have been permanently excluded from mainstream schools. Many of these pupils have very severe social, emotional and behavioural difficulties and an increasing number have been subject to anti-social behaviour orders (ASBOs). It is also the centre for a hospital team that provides for pupils of all ages with medical needs or mental health problems, both in the centre and in a local hospital. A second site in Plumstead has just opened as the Key Stage 3 Support Centre and Service. This aims to meet the needs of pupils in Years 7, 8 and 9 who remain on the roll of their mainstream secondary schools but are at risk of exclusion. It is part of a response by the local authority to the increasing numbers of pupils who have been permanently excluded from mainstream schools in the borough in recent years. During the inspection there were 123 pupils on roll, of whom 34 were taught by the hospital team. There are more than three times as many boys as girls. Most pupils are from White British backgrounds but 29 pupils come from nine different minority ethnic backgrounds. A few of these pupils speak English as an additional language but none are at an early stage of English language acquisition. The majority of pupils are at the School Action Plus stage of the Special Educational Needs (SEN) Code of Practice when they enter the unit. Approximately 10% of pupils have a statement of their particular need, mostly for social, emotional and behavioural needs. Three pupils are in local authority care. Since the last inspection in November 2000, the organisation of the unit has changed significantly as it was previously based in five different centres.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

**Grade:**

### **What the school should do to improve further**

\* Extend the opportunities to study vocational courses in Years 10 and 11 for all pupils and especially for girls \* Provide more opportunities for pupils to take responsibility and make decisions in the unit\* Improve attendance at activities that are provided for pupils in the afternoon

## **Achievement and standards**

**Grade:**

### **Personal development and well-being**

**Grade:**

### **Quality of provision**

#### **Teaching and learning**

**Grade:**

The quality of teaching and learning is good. Teachers work hard to build excellent relationships with pupils, based on trust. They know pupils' needs well and avoid confrontation whenever appropriate. However, when necessary, they insist on basic rules of good behaviour. Teachers and other support staff work effectively as a team to respond to challenging behaviour. As a result, pupils' attitudes to work improve so that in Years 10 and 11 they concentrate well, enjoy their work and learn quickly. Teachers have good subject knowledge. They explain points clearly, although current staffing difficulties mean that teachers' knowledge is just adequate in science. Recent professional development for teachers has focussed effectively on planning and assessment. Teachers make sure that pupils know what they are learning at the start of lessons but do not always refer to these objectives again at the end. Teachers' planning is therefore good but they do not always involve pupils enough in assessing how much they have learned in lessons. Teachers provide a good variety of activities for pupils. However, in some lessons, their concern for preventing any challenging behaviour results in insufficient opportunities for pupils to work together in pairs or groups.

#### **Curriculum and other activities**

**Grade:**

The unit provides a satisfactory curriculum. Pupils who are taught by the hospital team and Year 9 excluded pupils study most of the National Curriculum subjects. This enables some younger pupils to return successfully to mainstream education. However, although there are plans to teach drama and music, there is currently no provision for these subjects or design and technology. In Years 10 and 11 pupils have suitable opportunities to study at least five GCSE subjects and, for those who struggle to attain this level, entry-level qualifications are available. Good links are developing with a local college to provide suitable vocational courses for Year 10 pupils. However, there are not enough vocational courses for Year 11 pupils or girls in Year 10. This makes reintegration into post-16 education more difficult for these pupils. A good course in personal, health and social education ensures that pupils have the information they need to be safe and healthy. It includes work in citizenship but pupils have few

opportunities to make decisions or take responsibility in the school community. For example, there is no school council, although there are plans for its introduction. The unit offers good opportunities for enrichment. For example, Year 10 pupils participated in climbing activities and an assault course with specialist instructors during the inspection. The hospital team has introduced an 'In on IT' initiative that enables pupils to use computers at home for distance learning, increasing their access to the curriculum. Extra tuition is available after lunch but the unit does not insist enough on pupils attending and too few take advantage of this opportunity.

## **Care, guidance and support**

### **Grade:**

This area of the unit's work is outstanding. Staff show a high level of commitment not just to pupils' personal development but to their academic progress. Staff work extremely well as a team and the complex organisation is flexible enough for staff to use each other's skills. There is excellent attention to health and safety and to child protection. Bullying is dealt with very well so that pupils feel safe. Relations with parents and carers are outstanding. They are kept very well informed, are fully involved in the assessment of their children and have very positive views about the way the unit supports them. There are excellent links with outside agencies, including the medical team at the local hospital and the mental health service. The unit monitors how well pupils are progressing towards their targets very well. Pupils with statements who are also registered in a mainstream school get more than the provision recommended in their statements. They make good progress as a result. Statemented pupils have good individual education plans that provide clear targets for improvement. All other pupils have realistic behaviour action plans and pupils know their behaviour targets well. Procedures for tracking academic progress have improved recently and are now very good. For example, pupils now have target grades for GCSE. Their progress in all subjects is monitored each half term and extra classes are offered if they seem to be falling short.

## **Leadership and management**

### **Grade:**

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

---

**Annex B****Text from letter to pupils explaining the findings of the inspection**

I very much enjoyed inspecting your unit. It is a good place to learn. Although there are some things you would like to be different, many of you told us how you get on well with teachers and staff and feel safe.

This letter is to let you know what your unit does well and how it can become an even better place to learn. Of course, you can also ask your teachers to show you the whole report. The main strengths of the unit are that: \* Good teaching helps those of you who attend regularly to achieve well in examinations \* Those of you who are going through a difficult time in your life are extremely well cared for, guided and supported. You become more confident, think about other people and improve your behaviour \* Your head teacher is an excellent leader \* Teachers know how good the unit is and how it can be improved. To make your unit even better, I have asked staff to improve three main things: \* Extend the opportunities to study vocational courses in Years 10 and 11 for all pupils and especially for girls \* Provide more opportunities for you to take responsibility and be involved in making decisions in the unit \* Improve your attendance at activities that are provided for you in the afternoon.

I hope that you can help your teachers to do these things.