



Primary Pupil Referral Unit

Inspection Report

Unique Reference Number 131555
LEA Hammersmith and Fulham LEA
Inspection number 282227
Inspection dates 23 November 2005 to 23 November 2005
Reporting inspector Margaret Goodchild AI

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

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|------------------------------------|---------------------|---------------------------|----------------|
| Type of school | Pupil referral unit | School address | Gibbs Green |
| School category | Pupil referral unit | | Mund Street |
| Age range of pupils | 5 to 11 | | London W14 9LY |
| Gender of pupils | Mixed | Telephone number | 02073853908 |
| Number on roll | 7 | Fax number | 02073853908 |
| Appropriate authority | The governing body | Chair of governors | Mrs Jay Green |
| Date of previous inspection | 2 October 2000 | Headteacher | Mr Rod Davies |

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|-----------------------------|---|------------------------------------|
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Introduction

The inspection was carried out by one additional inspector.

Description of the school

The Primary Pupil Referral Unit is part of the Gibbs Green complex, which is also the site of a range of services for pupils with emotional social and behavioural difficulties including a special school. Pupils at risk of exclusion from mainstream primary schools spend two or three days a week at the pupil referral unit for up to two terms. At present, seven pupils attend the unit: two do so full time and five attend part time. Although the unit accepts pupils from age five to eleven, nearly all the pupils are seven or over (Key Stage 2), though a pupil has recently been admitted who is only 6 (Key Stage 1). Almost all pupils are boys. Half are of white British origin, the rest are of black British-Caribbean heritage. All the pupils have special educational needs and are referred to the unit with a history of extreme behaviour which has impacted on their learning. Pupils join the unit at various stages in the year. They have significant gaps in their learning and overall their attainment on entry is below that which would be expected for their age. The unit has the Investor in People award and Healthy School status. It has gained two School Achievement Awards in recent years.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Senior managers and parents consider that the unit is good. Inspection findings confirm that it is good overall with some outstanding features. The unit is led and managed effectively and it is well placed to improve further. It provides good value for money. The staff work closely with mainstream schools and with other services on the site. The unit has an excellent track record in helping to prevent pupils being permanently excluded from school. The partnerships between the unit and the schools that it supports ensure that pupils have exceptional opportunities to reintegrate into mainstream school as soon as they are ready. Teachers ensure that pupils improve their understanding of what is required of them in order to succeed on their return. The teaching and the curriculum are good overall. The focus of the work of the unit is rightly on helping the pupils to make up for lost ground in acquiring basic skills in literacy and numeracy. This is done well and, in addition, the many enrichment opportunities have an excellent impact on pupils' development. However, on occasion in subjects other than English and mathematics, the work is not sufficiently well matched to the full age and ability range. The unit rightly recognises the need to develop what it is able to offer the very youngest pupil as there are currently too few opportunities, for example, to learn through play. This has been identified in the current staff development programme and suitable actions have already been taken to provide further training.

What the school should do to improve further

* Provide some more suitable activities for the youngest pupil including time for structured play.* Ensure that lessons other than English and mathematics are planned to meet the full range of needs.

Achievement and standards

Grade: 2

Targets are appropriately challenging and pupils make good progress towards meeting them during their time at the unit. Results in national tests in Year 6 indicate good and sometimes exceptional achievement, given the past difficulties these pupils have experienced in school. Pupils of all ages make good progress in speaking and listening, increasing in their ability to express their ideas and feelings. Some high quality artwork has been produced through the excellent opportunities provided for pupils to work with artists-in-residence. Pupils with learning difficulties make good progress through the individual support they receive from the visiting literacy teacher and a number of pupils have made rapid progress with their reading. The youngest pupils could sometimes achieve more, if work and approaches were matched more precisely to their needs.

Personal development and well-being

Grade: 1

Pupils have positive attitudes to what the unit has to offer and attendance is well above average. Pupils make good progress in spiritual, emotional and cultural development and exceptional progress in social and moral development. They usually behave well and their behaviour improves significantly during their time at the unit. Pupils gain in self-esteem and learn the importance of being kind to one another. Older pupils support younger ones and they are very forthcoming in encouraging one another to succeed in their mainstream placements, as well as joining in with celebrating what has gone well. Pupils are learning to make healthy choices through the cooking sessions in which they take part and in response to the nutritious food provided at the breakfast club and for lunch. They take part in various physical activities and have met with recent success at football. They find out how to stay safe, for instance, gaining a greater understanding of bullying. Their enjoyment is evident in their positive response and keenness to take part in activities. They learn the skills needed to play a positive role as a member of a community, taking part in productions and working in groups, and have opportunities to express their views about the unit through the school council. The good progress that they make in acquiring basic skills and in reaching a greater understanding of what is required to succeed in mainstream schools improves their chances of having a positive future.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good because teachers make expectations clear and pupils' behaviour is managed effectively. A particular strength in teaching is the emphasis that is placed on making pupils aware of the learning skills and behaviour needed to succeed in mainstream school. Most pupils spend part of their time each week in mainstream school and those preparing to reintegrate full time are approaching this with tremendous pride and enthusiasm. The interactive whiteboard is used well to stimulate pupils' interest and teaching assistants are generally used well. The youngest pupils make good progress some of the time, but planning does not consistently take into account the needs of pupils at Key Stage 1. Planning is good in English and mathematics. In other subjects, it is being developed jointly between the unit and the special school, with more work to be done to make sure all pupils achieve as well as they can. The unit is thorough in the way that it identifies pupils' emotional and behavioural needs and any learning difficulties in literacy and numeracy. Staff keep comprehensive records to check on how well pupils are doing. The unit liaises closely with mainstream schools and assesses pupils carefully to judge whether they are ready for return to mainstream school. Pupils are continuously reminded about their individual targets and gain significantly in their understanding of what they are doing well and what they still need to improve. Training is, rightly, planned to extend teachers'

knowledge about how to identify, and then match work to the needs of the youngest pupils and those who are working well below national expectations.

Curriculum and other activities

Grade: 2

The curriculum meets pupils' needs well and focuses on helping them to reintegrate successfully into mainstream school. It is not yet geared sufficiently to the needs of the one pupil at Key Stage 1. The range of learning opportunities is good, spanning most National Curriculum subjects, with much emphasis on personal, social and health education. Learning experiences are extended by excellent enrichment opportunities, such as coaching by Chelsea Football Club, working with artists-in-residence, drumming workshops, trips to museums and other places of educational interest, charity events and the celebration of Black History Month. The unit is careful to match the curriculum to the needs of pupils with learning difficulties, for instance, providing individual sessions in literacy support. Cooking with experienced chefs and Cordon Bleu cooks does much to promote healthy eating. The link with a school in South Africa is a meaningful way of broadening pupils' understanding of community.

Care, guidance and support

Grade: 1

The unit provides an exceptional level of care and support for its pupils. The very favourable staffing level ensures that pupils receive a great deal of quality time with adults individually or in small groups. Pupils enjoy warm, trusting relationships with adults. Care is underpinned by the work of a range of therapists and by the careful checking of how well pupils are progressing. Pupils have excellent opportunities to explore their feelings through therapeutic sessions of art, massage, music and play. The range of guidance and support available to pupils is particularly strengthened by the other services that are based on the same site. This enables staff to provide exactly the right form of support a pupil needs at a particular time, it also means that the unit works with a number of other agencies in supporting pupils and making sure they are protected.

Leadership and management

Grade: 2

The headteacher is outward looking and provides strong direction to the unit's work. He is supported well by the two deputy headteachers, who have clearly defined roles. Improvement since the last inspection has been good and the unit is well placed to improve further. Systems for monitoring and evaluating the unit's work are effective. Senior managers take into account the views of parents and the mainstream schools that they support in identifying priorities for development. A particular strength is the way the pupil referral unit is now part of a coherent range of provision for pupils with emotional and behavioural difficulties. Learning opportunities, for instance, through enrichment, are much improved because they are planned across the unit and

the special school. Opportunities for staff to improve their skills through training are good and teaching assistants from mainstream schools have good opportunities to develop skills in managing behaviour by accompanying pupils during their time at the unit. The local authority has a clear vision for the future development of the unit, and the range of support provided at the Gibbs Green site, of which the unit is just a part, shows far-sightedness in meeting the needs of pupils with social, emotional and behavioural difficulties. Significant improvements have been made to the accommodation since the last inspection, with particularly good learning and play opportunities in the grounds. The unit is well resourced and sponsorship from businesses extends the range of opportunities open to pupils. The unit has good links with two colleges for trainee teachers and excellent links with the mainstream schools it supports.

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Inspection judgements

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| <i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i> | School Overall | 16-19 |
|--|-----------------------|--------------|

Overall effectiveness

| | | |
|--|-----|----|
| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 2 | NA |
| How well does the school work in partnership with others to promote learners' well-being? | 1 | NA |
| The quality and standards in foundation stage | NA | NA |
| The effectiveness of the school's self-evaluation | 2 | NA |
| The capacity to make any necessary improvements | Yes | NA |
| Effective steps have been taken to promote improvement since the last inspection | Yes | NA |

Achievement and standards

| | | |
|--|---|----|
| How well do learners achieve? | 2 | NA |
| The standards ¹ reached by learners | 4 | NA |
| How well learners make progress, taking account of any significant variations between groups of learners | 2 | NA |
| How well learners with learning difficulties and disabilities make progress | 2 | NA |

Personal development and well-being

| | | |
|---|---|----|
| How good is the overall personal development and well-being of the learners? | 1 | NA |
| The extent of learners' spiritual, moral, social and cultural development | 1 | NA |
| The behaviour of learners | 2 | NA |
| The attendance of learners | 1 | NA |
| How well learners enjoy their education | 2 | NA |
| The extent to which learners adopt safe practices | 2 | NA |
| The extent to which learners adopt healthy lifestyles | 2 | NA |
| The extent to which learners make a positive contribution to the community | 1 | NA |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 2 | NA |

The quality of provision

| | | |
|---|---|----|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 2 | NA |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 2 | NA |
| How well are learners cared for, guided and supported? | 1 | NA |

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

| | | |
|--|-----|----|
| How effective are leadership and management in raising achievement and supporting all learners? | 2 | NA |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2 | NA |
| How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review | 2 | NA |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 2 | NA |
| How effectively and efficiently resources are deployed to achieve value for money | 2 | NA |
| The extent to which governors and other supervisory boards discharge their responsibilities | 2 | NA |
| The adequacy and suitability of staff to ensure that learners are protected | Yes | NA |

| | |
|---|-----|
| The extent to which schools enable learners to be healthy | |
| Learners are encouraged and enabled to eat and drink healthily | Yes |
| Learners are encouraged and enabled to take regular exercise | Yes |
| Learners are discouraged from smoking and substance abuse | Yes |
| Learners are educated about sexual health | Yes |
| The extent to which providers ensure that learners stay safe | |
| Procedures for safeguarding learners meet current government requirements | Yes |
| Risk assessment procedures and related staff training are in place | Yes |
| Action is taken to reduce anti-social behaviour, such as bullying and racism | Yes |
| Learners are taught about key risks and how to deal with them | Yes |
| The extent to which learners make a positive contribution | |
| Learners are helped to develop stable, positive relationships | Yes |
| Learners, individually and collectively, participate in making decisions that affect them | Yes |
| Learners are encouraged to initiate, participate in and manage activities in school and the wider community | Yes |
| The extent to which schools enable learners to achieve economic well-being | |
| There is provision to promote learners' basic skills | Yes |
| Learners have opportunities to develop enterprise skills and work in teams | Yes |
| Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form | NA |
| Education for all learners aged 14–19 provides an understanding of employment and the economy | NA |

Text from letter to pupils explaining the findings of the inspection

Thank you for making me welcome when I visited you. I enjoyed seeing you working together, and I am writing to tell you what I thought about the unit.

I am pleased that you're able to spend time at a place that is helping you so much in preparing for getting back into school full-time. The staff work really closely with the teachers in your mainstream schools and you have excellent opportunities to go to school for part or all of your time as soon as you're ready. I was really impressed by the way you're finding out about how you need to change your behaviour and how you were able to talk about your targets. It was exciting to hear from those of you who are nearly ready to attend school full-time and to see how proud and excited you are about what you've achieved. I also liked the way you support and encourage one another. You are making good progress in English and mathematics, and doing especially well in your cookery sessions and when you work with the literacy teacher. I particularly liked the paintings that some of you did when you worked with an artist-in-residence. I could see that you have fantastic opportunities to learn new things through the visitors that come into the school, like Chelsea Football club, and the visits you go on. The staff are doing a good job and work hard to make the unit better for you. They already know that they need to give the very young children more time for play and are planning this now.

I hope you enjoy the rest of the time you spend at the unit.

Yours faithfully

M J Goodchild

Lead inspector