



# Francis Barber Pupil Referral Unit

Inspection Report

**Unique Reference Number** 100994  
**Local Authority** Wandsworth  
**Inspection number** 285934  
**Inspection dates** 5–6 December 2006  
**Reporting inspector** Kiran Campbell-Platt

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

<b>Type of school</b>	Special	<b>School address</b>	Franciscan Road
<b>School category</b>	Pupil referral unit		Tooting
<b>Age range of pupils</b>	11–16		London SW17 8HE
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	02086720771
<b>Number on roll (school)</b>	113	<b>Fax number</b>	02086824654
<b>Appropriate authority</b>	The local authority	<b>Headteacher</b>	Mr Trevor Harper
<b>Date of previous school inspection</b>	10 February 2003		

<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
11–16	5–6 December 2006	285934

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## **Introduction**

The inspection was carried out by one Additional Inspector.

## **Description of the school**

Francis Barber Pupil Referral Unit (PRU) is for permanently excluded pupils, those with a history of not attending school, dual-registered pupils, and pupils with statements of special educational needs. Two thirds of the roll is boys. About half of the pupils are of white, British backgrounds and the rest of black or mixed race heritage. About a third are eligible for free school meals. The PRU operates on two sites, at Tooting and Westdean.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 3

The inspector agrees with Francis Barber PRU that overall effectiveness is satisfactory with some good features. The extended leadership team, led by the capable and experienced headteacher and deputy, focuses with great energy on whole school improvement. In the course of the last year the school has improved its systems for monitoring and evaluating teaching. It is now starting to gain a more accurate view of its strengths and weaknesses. Teaching is satisfactory. Teachers know their students well and relationships are good. However, there are inconsistencies in using assessment information to ensure that all students are challenged appropriately in lessons.

Students enter school with below average attainment and poor attitudes to learning. They make satisfactory progress overall. Students in Year 7 to 9 make good progress. Most are successful in re-integrating into their mainstream schools. Older students who attend regularly achieve well in externally accredited courses. Most go on to college. Students' personal development is good. They enjoy lessons, behave well, and most develop positive attitudes to learning. They feel safe and have good awareness of healthy lifestyles. Older students develop work-related skills through work-placements and key skills.

The curriculum is satisfactory and offers a good range of flexible provision to meet individual needs. Off-site provision is enriched by physical education (PE) and Outdoor Pursuits. Staff are highly committed to helping students to succeed. Care, guidance and support are good. Key workers and learning mentors are very effective in monitoring progress and involving parents. One parent wrote, 'I strongly agree that my child is well cared for at school. The staff of Francis Barber all do a great job.' Attendance is satisfactory; it is good in Years 7 to 9 but more variable for older pupils, especially in off-site activities. The PRU does not yet analyse attendance of older students to evaluate how well provision matches their needs and interests and what could be done to improve this further.

Francis Barber provides satisfactory value for money. Progress on issues for development from the last inspection has been satisfactory. Curriculum time has increased and good improvements have been made to information and communication technology (ICT) and design and technology facilities. However, curriculum provision at the Westdean site needs to be improved as students do not have access to practical science and all the strands of design and technology. The extended leadership team is well placed to make further improvements. Capacity to improve is good.

### What the school should do to improve further

\* Use assessment information consistently to ensure that students are appropriately challenged across all subjects.\* Analyse attendance patterns of older pupils and use this information to improve the match of curriculum provision to their needs.\* Improve provision for practical science and design and technology at the Westdean site.

## **Achievement and standards**

### **Grade: 3**

Standards of students' attainment when they enter the unit are low compared with other learners of the same age because of missed schooling, social problems or learning difficulties. Despite their low starting points, students who attend regularly make satisfactory progress in their time at the PRU. Most students admitted in Years 7 to 9 successfully reintegrate into their mainstream schools by the end of Year 9. Older students make steady progress and most of the regular attendees are successful in achieving a range of accreditation including General Certificate of Secondary Education (GCSE) and AQA Unit Awards. Most students leaving at the end of Key Stage 4 take up a place at college.

In the course of the last year, the PRU has increased its focus on academic target setting across all subjects. This has supported its analysis of value added measures to evaluate progress made by individual students. It is beginning to use of this information to identify differences in achievement of the different groups of students. No significant underachievement was observed for learners with special educational needs, in local authority care, between boys and girls or different ethnic groups.

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

### **Grade: 2**

Students' progress well in improving their self-esteem and positive attitudes to learning. Their spiritual, moral, social and cultural development is good. They learn to value each other and their teachers. The PRU's ethos enables them to recognise right from wrong; they behave well and usually respond appropriately to reminders from staff about lapses in suitable behaviour. Socially, students develop well; they get on well with each other and can sensibly discuss matters in small groups taking some account of the views of others. They say, 'We are cool', explaining that they have good relationships with each other and do not experience bullying or racism. Culturally, their development is good and they make positive and responsible use of community facilities for off-site activities.

Students enjoy the smaller classes and extra attention they get from teachers. They like the ethos of the PRU. One student said, 'I like it here because it is peaceful.' The attendance of students in Years 7 to 9 is good; it is variable for older pupils and this impedes their progress and achievement. Students' high levels of participation in outdoor pursuits contribute to leading healthy lifestyles. They are well informed about healthy eating and the dangers of substance abuse through personal, social, health and citizenship education (PSHCE) and science. Students act safely in the unit. They progress well in skills that contribute to better employment opportunities.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching and learning are satisfactory. Teachers know their students well and most lessons proceed smoothly. Teachers generally plan a range of suitable activities which help students to learn in manageable steps. Relationships are good and teachers and learning assistants are patient and consistent in managing students who find it difficult to pay attention. Praise is used effectively to motivate and engage hesitant or less able students. As a result most students make satisfactory progress.

Although students' work is marked regularly, teachers do not consistently set targets for improvement in subjects or explain what they should do to improve their work. In some lessons opportunities to make the content more related to real life are missed. The use of assessment information to plan for different needs in classes is inconsistent across subject areas. This results in a lack of challenge for more able pupils.

Some good lessons were observed during the inspection. In these lessons, pace and challenge were high. Teachers used assessment information to set subject targets and for planning lessons. They used open questions and extension tasks effectively to stretch more able students and used plenaries well to evaluate what students have learnt.

### Curriculum and other activities

#### Grade: 3

The curriculum appropriately focuses on the National Curriculum in Years 7 to 9. In Years 10 and 11, students have good opportunities for accreditation through GCSE and a wide range of AQA unit courses. The PHCSE, key skills and the core programmes effectively develop life skills, work related learning and prepare students well for work or college. All these are well suited to developing students' awareness of healthy life-styles, the dangers of alcohol, smoking and substance abuse. The good use of displays on both sites enhances the learning environment.

The PRU has been effective in improving provision and curriculum time offered to students by extending supervised off-site activities. These include PE, Outdoor Pursuits, and additional lessons for more able pupils and supported GCSE coursework classes which are held in youth clubs. Older students carry out work placements and have access to a good range of vocational college link courses. Personal learning plans are reviewed regularly and generally match students' interests, social and learning needs. Attendance and take up of some off-site activities is better than others and an evaluation of the information would help the PRU to evaluate and further improve the match of provision to students needs.

## Care, guidance and support

### Grade: 2

Care, guidance and support are good. Key workers and learning mentors play a strong role in monitoring behavioural and academic progress, designing appropriate interventions and involving parents. As a result, students' personal development is good and parents are highly appreciative and feel well-informed of their children's progress and well-being. The good procedures for tracking attendance are having a positive impact on improving attendance rates especially for students in Years 7 to 9. The school is aware that attendance of older pupils is variable, especially in off-site activities. It does not yet analyse data to identify the reasons for this and to use the information gained in improving the match of provision to students' needs.

Strong links with the local providers and the community are effective in meeting the needs of students, including those with additional learning difficulties. Good relationships and planning with partner schools for dual registered students result in the effective re-integration of younger students. The PRU makes good contribution to the local community through advice to local schools on how to support students at risk of exclusion. Although challenging targets are set for behaviour and social development, academic target setting is still to be developed consistently across subjects and across the two sites. Risk assessments are carried out rigorously and procedures for child protection are secure.

## Leadership and management

### Grade: 3

The headteacher gives a clear sense of purpose to the school community and has been effective in establishing an ethos and curriculum which promotes students' personal development and well-being. Senior leaders have managed the challenges posed by recent increases in intake of older students at Tooting and those with additional difficulties at Westdean well. In the course of the last year, self evaluation has improved with a greater focus on improving academic outcomes. There is now a more rigorous approach to improving teaching and learning and academic target setting. The PRU is aware of the inconsistencies in target setting between subject areas and in using assessment information to meet the needs of students of different abilities in lessons. Staff have received appropriate training and the extended leadership team is well placed to support further improvement. Progress since the last inspection is satisfactory. The Advisory Board and Acting head of the integrated support service (ISS) are appreciative of the PRU and its commitment to its students well being and success. It provides satisfactory value for money and has a good capacity to improve further.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	3
The extent to which learners adopt safe practices	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	2

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for welcoming me in to Francis Barber this week. I enjoyed seeing you in your lessons and talking to you. I was pleased to hear that most of you enjoy coming to Francis Barber and how much you appreciate the attention and care you get from all the staff. I think you will see from the full report that I have taken your views into account.

I am writing to let you know my main findings. Francis Barber provides a satisfactory quality of education for you. Those of you who attend lessons and activities regularly make satisfactory progress in learning. You told me that you enjoy your lessons and feel safe. Most of you have positive attitudes to learning. You have good relationships with each other and your teachers. You behave well in lessons. The PRU provides you with a satisfactory range of learning activities both on and off-site. Your teachers generally plan lessons which are varied and interesting. Your key workers and learning mentors are committed to helping you to succeed.

There are some things that the school could do better. Some of you told me that the work you are given in some lessons is too easy. I have asked teachers to improve this by using assessment information so that you are given challenging work in all your lessons. I think that the PRU should look at the curriculum and the activities it offers you in order to improve your attendance. It should improve the facilities for students at Westdean so that they can do practical science and all aspects of design and technology. One way that you could help to improve Francis Barber is by attending school regularly and encouraging your friends to do the same.

Thank you again and I wish you all good luck for the future.

Yours sincerely

Kiran Campbell-PlattLead Inspector