

Pavilion Study Centre

Inspection report

Unique Reference Number	101255
Local Authority	Barnet
Inspection number	307630
Inspection dates	15–16 January 2008
Reporting inspector	Stuart Charlton

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

Type of school	Pupil referral unit
School category	Pupil referral unit
Age range of pupils	11–16
Gender of pupils	Mixed
Number on roll	
School	70
Appropriate authority	The local authority
Headteacher	Mrs S Dannell
Date of previous school inspection	13 January 2003
School address	58B Chandos Avenue Whetstone London N20 9DX
Telephone number	020 8446 1533
Fax number	020 8446 0129

Age group	11–16
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Pavilion Study Centre is a Pupil Referral Unit (PRU) providing education for students who have been permanently excluded from their mainstream schools because of their challenging behaviour. It operates on two sites, the majority of students are based at Whetsone, with a smaller number, 20 students in total, at a reception centre in Burnt Oak. The substantial majority of students are in Years 10 and 11. Generally, students stay in the Centre until they reach age 16, although a few in Years 10 and 11, and most of those in Year 9, are re-integrated into mainstream schools. Students come from a wide range of socio-economic backgrounds and the majority are of white British origin. All students have had significant periods of absence at their previous schools and consequently their attainment on entry is usually much lower than would be expected.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Pavilion Study Centre provides a good education for its students with some outstanding features. The range of experiences provided is excellent and this, together with the good support and guidance from staff, means that students develop good personal skills. The Centre is held in high esteem by students and their parents. As one parent commented, 'my daughter now wants to go to school rather than finding excuses for not going'. The headteacher has a very clear vision of how the provision should develop. She is ably supported by her senior management team and has established an ethos that all students deserve a second chance to enable them to obtain qualifications which prepare them for the future. This pervades all the work in the Centre and contributes significantly to raising students' self-esteem. There are good systems to monitor and evaluate the effectiveness of the provision across the Centre so that managers have a clear view of strengths and weaknesses. They have drawn up a comprehensive development plan.

In the June 2007 public examinations, nearly two thirds of students attained Grade A* to C in a range of GCSE subjects, some gained 5 or more good GCSE grades with a small but significant proportion gaining the highest grades of A* and A. This represents good progress for these students given their starting points. Students entered for other qualifications achieved equally well and also made good progress. The centre does not always make best use the information it holds about student's progress to make the successes of the Centre clear to students, their parents and other stakeholders. Consequently, students in particular, do not fully value their achievements and take sufficient pride in them. The present students at both sites are making good progress, based on good teaching, some of which is outstanding. The Centre has good systems to monitor teaching and its impact on students' learning and to help and support teachers in developing their practice. Teachers' planning has a clear focus on the needs of individuals, based on the challenging targets which are set for students' personal development. However, the targets set for students to help them to identify what they need to do to improve in their academic subjects are not as clear and they are not used consistently in all lessons. The curriculum is outstanding and there are excellent and unique opportunities for students to develop their skills through out-of-school activities. There are good systems in place to monitor students' behaviour and appropriately challenge them to improve. Consequently, behaviour is good and many students have made significant changes for the better in their attendance and attitudes to learning. Nearly two thirds of the students now have attendance rates over 90 per cent, which is a radical improvement compared with that at their previous schools. The development of students' spiritual, moral, social and cultural awareness is excellent.

A significant feature in the success of the main Centre is the strong teamwork and sense of purpose, which the headteacher and senior managers have established. This is a very significant factor in the excellent relationships which have been established with other agencies such as the police and youth offending team and other schools and colleges. Middle managers are well supported and are quickly developing the confidence to move their areas forward. There has been good improvement since the last inspection and the leadership has clearly demonstrated that it has good capacity to improve. The Management Committee support the Centre well and act effectively as a critical friend. The arrangements for safeguarding students and ensuring their safety are robust. The ethos which has been established enables all at the Centre to look forward to the future with confidence.

What the school should do to improve further

- Ensure that information about students' performance is used fully to clearly demonstrate the successes of the Centre to students, parents and other stakeholders and raise the confidence and self-esteem of students.
- Ensure that in all lessons students are given challenging targets so that they are clear about what they need to do to improve their academic work.

Achievement and standards

Grade: 2

Since the last inspection the Centre has motivated a significant proportion of its students to become interested and participate in education and obtain a wide range of GCSE and other nationally recognised qualifications. The standards which students attain are broadly in line with those expected nationally. This represents good achievement and progress because these students had missed significant parts of their education through absence or exclusion in their previous schools. The inspection findings show that the present students in both Centres are on course to gain a similar range of qualifications. This also represents good achievement and progress given the students' starting points. However, the Centre does not make best use of its examination results to demonstrate its success and raise the esteem and confidence of students.

Personal development and well-being

Grade: 2

The Centre places great emphasis on enabling students to develop a healthy lifestyle, even though this is not always fully adopted by all of them. Through timetabled physical education lessons, and out-of-school activities, which involve a good proportion of students, they are encouraged to keep fit. Students have responded well to the healthy food options available at lunchtime and break. A good number have taken advantage of information about tobacco and drug abuse to change their lifestyle. Nearly all students have made significant improvements in their attendance and attitudes to school. A strong feature of the provision is the way in which students are challenged within a safe and secure environment to manage their own behaviour. Across the Centre, even for those who are newly arrived, behaviour is good. Parents are keen to point out that the interest of their child in education has successfully re-awakened so that they now enjoy coming to school. Students confirmed this saying that 'lessons are now fun' and 'this place rocks'. Students make a very positive contribution to the community through fund-raising activities and peer mentoring. The school council plays a very active and vocal role in ensuring that students are involved in decision making. Students gain literacy, numeracy and information communication technology (ICT) qualifications, as well as other skills, which are an excellent preparation for life after they leave the Centre.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good with some outstanding features. One excellent lesson was seen in English where the teacher very successfully challenged a group of Year 11 boys to produce a piece of high quality creative writing. They wrote enthusiastically about topics as diverse as

'what would happen if vegetables could talk' or if 'your brother was your sister'. All staff develop very good relationships with the students in their classes. These are strengthened through individual mentoring and tutorial sessions and form the basis upon which staff are able to challenge students successfully to manage their own learning and behaviour. Teachers have good subject knowledge and set high expectations. Teachers' planning is good and clearly indicates the targets which are set for behaviour, attitudes and attendance and how these will be met. However, less consistent emphasis is given to academic targets so that students are clear about how to improve their grades.

Curriculum and other activities

Grade: 1

The curriculum is excellent and is exceptionally well tailored to meet the needs of individuals. A good range of subjects, including modern foreign languages, is available to students in Year 9. The curriculum in Year 10 and 11 has a good mix of academic, vocational and work-related opportunities which interest and motivate students. It can be further extended if necessary through the good links established with local colleges. These opportunities are very well supported by the wide range of out-of-school activities and visits, as well as visitors into school. These enable students to extend their interests and become involved in new ventures. A particularly good example of this was the recent visit by a Year 11 group made up mainly of boys to the Royal Ballet production of Romeo and Juliet.

Care, guidance and support

Grade: 2

Care, guidance and support is good and that given to promoting students' personal development is outstanding. This is based on the commitment and time which all staff devote to the personal mentoring system which is such a strong feature of the provision. Students are quick to acknowledge the difference this has made, not just to their performance in school, but in their home lives as well. Many are able to explain the challenges they face and their response in trying to implement the ethos promoted by the Centre in their life outside. They are given good guidance about careers and opportunities available when they leave the Centre. They are very supportive of the Centre's rewards system for good behaviour, work and attendance. The Centre's systems for guiding students' academic progress are less effective than those for personal development. Not all subjects set clear targets for improvement and these are not used consistently in all lessons. Consequently, students are not always clear about how they can improve their work to gain the next grade.

Leadership and management

Grade: 2

The headteacher provides clear vision and direction about how provision needs to develop. She has established a very strong senior management team who work well with staff. This teamwork is a real strength of the Centre and enables good communications both within and across the two sites. Good systems have been established to monitor and evaluate provision and these give a clear view of strengths and weaknesses. Support for teachers new to school is very good and enables all staff to quickly develop their practice and give of their best in identifying and addressing the needs of the students. The management committee gives good support to the Centre. Through the involvement of several mainstream high school headteachers, it is able to

ensure coherence and consistency in placing students at the Centre and re-integrating them into mainstream schools. It acts effectively as a critical friend to the Centre. The management committee acknowledge that there are constraints imposed on the future development of the Centre by the nature of the accommodation at both the Whetsone and Burnt Oak sites. This is particularly so at Whetstone.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
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	1

The quality of provision

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

¹ 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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

25 January 2008

Dear Students

Inspection of Pavilion Study Centre, London, N20 9DX

Thank you for all the help you gave me when I inspected your Centre. I greatly valued my discussion with the school council and the clear and thoughtful way in which you presented your views. You were all very clear that Pavilion is a good Centre and has enabled you to have a second chance in education. You also added that this second chance was much better than the first because staff were always ready to help and support you, not just with your lessons but in your lives outside the Centre. I agree with you and consider some aspects of the Centre's work with you to be outstanding.

You were particularly supportive of the Centre's rewards system and how it was a real incentive in helping you to improve your work, behaviour and attendance. You told me that teachers made lessons interesting and exciting and that the smaller groups made it much easier for you to concentrate and 'understand stuff' as one of you said. Several of you also helped me to understand the challenges which you face in putting the skills you have learnt in the Centre into practice in your outside lives. The curriculum and the ways in which the Centre works to support your personal development I consider to be outstanding. The Centre is not good at 'blowing its own trumpet' and making it clear to you, your parents and other schools and colleges how well you achieve. I want it to do a lot more to make its success more widely appreciated. In lessons you get clear guidance about improving your behaviour, attitudes and attendance but guidance about improving your work is less good. I want this to improve also in order that you can make an even greater contribution to the centre's success by achieving more and higher grades in your examinations.

Your sincerely,

Stuart Charlton

Lead Inspector