

One One Five Behaviour Support Service Resource Base (PRU)

Inspection report

Unique Reference Number	134643
Local Authority	Camden
Inspection number	316268
Inspection date	1 July 2008
Reporting inspector	Judith Charlesworth

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	11–14
Gender of pupils	Mixed
Number on roll	
School	21
Appropriate authority	The governing body
Chair	Mrs R Martin
Headteacher	Ms G Thomas
Date of previous school inspection	2 November 2004
School address	115 Brecknock Road London N19 5AH
Telephone number	020 7974 8170
Fax number	020 7974 8155

Age group	11-14
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Introduction

The inspection was carried out by one Additional Inspector.

The inspector evaluated the overall effectiveness of the pupil referral unit (PRU) and investigated the following issues:

- achievement and standards, and the use of academic progress data to inform planning
- the effectiveness of the curriculum
- support, care and guidance, including child protection procedures and the effectiveness of the multi-agency work.

Evidence was gathered from: visits to lessons, discussions with staff, students, representatives from the local authority and multi-agency professionals, school documentation, and assessment information. Other aspects of the PRU's work were not investigated in detail, but the inspection found no evidence to suggest that the PRU's own assessments, as given in the self-evaluation, were not justified. These have been included where appropriate in this report.

Description of the school

This pupil referral unit is the Camden Behaviour Support Service resource base for students aged 11-14 and has three functions. First, it provides two terms' full time education for students who have been permanently excluded, or have had a managed move, from mainstream school. These students transfer to the most suitable provision to meet their needs when they leave the PRU. This is usually mainstream school. Secondly, the unit runs a nine week course, Success Plus, for students who are at risk of being permanently excluded from mainstream school. This provides six weeks' full time and three weeks' part time education for the students. Following this, they generally return to their schools. The PRU also provides outreach support for seven local secondary schools.

The students have complex behaviour, emotional and social difficulties and tend to have a record of poor school attendance and below average attainment. About half have statements of special educational need, or are undergoing the statementing process. They often have additional difficulties such as learning difficulties and mental health issues. Three quarters of students are from non-White British backgrounds, and most have experienced challenging home circumstances. About half the students are known to social services, and one in eight is on the child protection register.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

One One Five is a good pupil referral unit. Leadership and management are good and it provides well for those who attend. The outreach support for students in secondary schools is effective and very well received. The PRU's core work is to identify and provide the support that students need to improve their behaviour, personal development and well-being; and to help them re-engage with school, enjoy learning and achieve well. It does much to help them make safe and healthy choices, contribute positively to society and become better prepared for their future adult lives and economic well-being.

The PRU has experienced a year of staffing and financial stability, which has enabled it to move forward well in many aspects. Issues for improvement arising out of the last inspection, such as strengthening aspects of leadership and management, have been effectively addressed. Resources have been used exceptionally well to improve the quality of education and care provided, and maintain sufficient staff and multi-agency support in difficult circumstances. Very robust performance management informs individuals' professional development, and contributes effectively to school improvement. Care, guidance and support for students are good and particularly strong for personal and emotional well-being. The required policies and practices to safeguard students are in place and staff are very well trained in pastoral and child protection matters. The leadership team includes members of the support staff and multi-agency team, which appropriately reflects the important contribution of these professions to the PRU's effectiveness. School self-evaluation is realistic, and appropriate developments and improvements have been outlined. The capacity for further improvement is good.

Each student comes to the PRU with a unique set of social, emotional, mental health and educational circumstances and issues. The PRU's multi-agency work is outstanding. The team works quickly and very effectively to identify individuals' needs, and give each one the opportunity to improve their achievement and well-being. Excellent partnerships are set up with parents, for example through daily phone calls, and frequent discussions, meetings and reports about progress. The PRU is often the first place parents turn to for support. Staff write good behaviour plans for students with clear targets for improvement. These help them to recognise their difficulties and manage themselves more appropriately.

Students' personal development and behaviour are good. Effective behaviour management systems are well established and many opportunities are given for students to express and resolve concerns before they resort to inappropriate behaviour. Exclusions are only used as a sanction for significant behavioural events. The data shows that individuals' exclusions reduce, and often stop altogether, over time. This picture is confirmed by additional records which show that the behaviour and attendance of most students improve considerably. Attendance is satisfactory overall. Students often arrive late in the mornings and this adversely affects the smooth start to lessons. However, as they travel independently from all over the borough, their increased attendance is a significant improvement and an indication of their motivation to attend. The students' spiritual, moral, social and cultural development is good. Students' self-esteem and confidence increase as their achievements are recognised and celebrated. They come to understand some of the root causes of their behaviours. For example, one student who is reluctant to write said, 'I'm ashamed of my spelling'. Students' social and moral development improve as they develop more positive relationships and friendships, and are encouraged to reflect on their own behaviour, and local and world events. The PRU's extensive enrichment activities help students make a much improved contribution to the community.

The quality of education is good, and students learn increasingly well as their personal development improves. Records show that they achieve well and make good progress in reading, spelling and numeracy – sometimes increasing their performance by up to two years in two terms. This gives their self-esteem a great boost. The curriculum is good. Enrichment is outstanding and includes a wealth of community-based events, a well-planned programme of assemblies, and residential trips. Provision in art is strong and it is used very effectively as an informal therapy, and an opportunity for students to excel in a non-academic subject. The curriculum includes the subjects of the National Curriculum, and appropriately emphasises the use of information communication technology (ICT), literacy and numeracy in all subjects. The PRU has recently invested in improved ICT resources, which has had a positive effect on the quality of teaching and students' engagement and achievement. The electronic white boards are used well to motivate students and keep their interest. Personal, social, health and citizenship education is a strength, and supports students' personal and academic development very effectively. Good plans are in place to develop the curriculum further, for example linking subjects and topics to be taught together, in line with the latest guidance for students of this age.

The PRU tracks students' progress by reference to the National Curriculum levels of attainment. However, it is often hampered by the lack of robust entry data, due to students' difficulties and reluctance to take part in assessments in their previous schools. Tracking progress is also affected by the short time they attend the PRU before they move on. To address this, the PRU has recently implemented a system to assess and track very small steps of progress. However, this has not been in operation long enough to yield useful data to underpin planning or to help the PRU set itself challenging targets for improvement. Learning targets are included on students' individual plans, but these are not usually sharp enough to be useful.

Teaching is good. Lessons are usually lively and interesting, and structured in small chunks so that students remain interested. Staff know each student very well and provide work that is tailored to their needs. Lessons have a clear format in which the lesson's learning objectives are explained at the start, so students know what they are expected to achieve. However, this good practice is not supported by clear learning targets for individuals. Teachers and support staff work very well together. Support staff are always actively involved. They support students' learning and behaviour, and make their own contribution to the lesson's activities.

A good measure of the PRU's effectiveness is that it enables most students to be re-integrated into mainstream school, and maintain their placement. Where assessment indicates that specialist provision would meet individuals' needs best, the PRU works hard to support students until a place becomes available. This sometimes takes longer than the two terms that they are expected to attend the PRU which can reduce its capacity to take students on the Success Plus programme. The PRU is successful because of good quality education, care, support and guidance, and outstanding pastoral care and partnerships with multi-agency professionals. Good leadership and management with some outstanding features, and the staff's strong commitment to providing the best for students, underpin these strengths.

What the school should do to improve further

- Use performance data to set clear learning targets for individuals and challenging targets for school improvement.
- Explore ways of improving students' attendance and punctuality.

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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	2
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	3
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	2

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?	2
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	3
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	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
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

10 July 2008

Dear Students

Inspection of One One Five Behaviour Support Service Resource Base (PRU), London, N19 5AH

Thank you for making me welcome when I visited your school. I very much enjoyed talking to you and sitting in on your lessons. I really enjoyed the game we played in the Success Plus group about the countries we would like to live in. Thank you for including me.

I came to the PRU to see how it is working and how well you are doing, and I was very pleased with what I found. The PRU is well led and managed and the staff are very keen to do their best for you. I agree with them; the One One Five PRU is a good school that makes a real difference to your behaviour and attitude to learning. This is because One One Five provides good quality education, support and care. The work of the multi-agency team is outstanding. They get you the help that you need to address some of your difficulties, and this helps you to be better prepared for learning. They also establish excellent relationships with your parents and carers.

You clearly enjoy attending One One Five. You attend more regularly than you did previously at other schools, and the behaviour of most of you is really good. I found you to be relaxed and happy. The curriculum and teaching are both good, and you make good progress, particularly in literacy, numeracy and personal development. The staff work hard to keep you safe and healthy, and prepare you for moving on. You are given a wide range of interesting things to do, and I like the way that the curriculum is enriched by all sorts of additional activities that take place in the community.

There is one main thing that you could do to improve the outcome of your education at One One Five, and that is to attend regularly and arrive punctually. I have asked the staff to look at ways that will help you do this. I have also asked them to set you better learning targets, so that you know exactly what you need to do to improve. They will also be able to use this information to plan to improve the school.

I wish you all the very best for your futures.

Yours sincerely

Judith Charlesworth

Lead Inspector