

# Havering KS4 PRU

## Inspection report

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<b>Unique Reference Number</b>	131193
<b>Local Authority</b>	Havering
<b>Inspection number</b>	335170
<b>Inspection dates</b>	2–3 December 2009
<b>Reporting inspector</b>	Stuart Charlton

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

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<b>Type of school</b>	Pupil referral unit
<b>School category</b>	Pupil referral unit
<b>Age range of pupils</b>	14–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	48
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Councillor Wendy Brice-Thompson
<b>Headteacher</b>	Mrs Gillian Williams
<b>Date of previous school inspection</b>	5 December 2007
<b>School address</b>	Century Youth House Albert Road Romford RM1 2PS
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## Introduction

This inspection was carried out at no notice by an additional inspector. The inspector visited eight lessons, and held meetings with members of the management group, staff, groups of students, parents and representatives of the local authority. The inspector observed the work of the school and scrutinised the improvement plan, minutes of senior management and the management group meetings, and a range of other documentation.

The inspector reviewed many aspects of the Centre's work and looked in detail at the following:

- The effectiveness of leaders in ensuring that students are safe and secure and that they achieve as well as they can.
- The effectiveness of systems to monitor and evaluate the provision to determine that the Centre is performing as well as it can.
- The effectiveness of the systems to monitor and promote good attendance.
- The systems to monitor and evaluate teaching and learning to determine if they are effective in raising standards.

## Information about the school

ARC, the Havering KS4 PRU (Pupil Referral Unit), provides education for students who have been permanently excluded from mainstream schools or have been assessed by the local authority as likely to benefit from an alternative curriculum, which their mainstream school is unable to provide. About three quarters of the students are boys and the vast majority are of White British background. Five students have a statement of special educational needs related to emotional, behavioural and social difficulties. Many students are eligible for a free school meal. The Centre was first registered as ARC in September 2006, following the amalgamation of two former units. At its first inspection in December 2007 it was deemed to require special measures.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

### Main findings

In accordance with section 13(5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

ARC provides a satisfactory and improving standard of education for its students. There are strengths in students' personal and social development, in the care, guidance and support they receive and in the curriculum. The calm and welcoming atmosphere is very different from that presented at the first monitoring visit in May 2008. Staff and students are rightly proud of their collective achievements in making the Centre a better place.

The most significant factor in the improvement has been the determination and commitment of the headteacher, which has brought much-needed stability to the Centre. Through the appointment of a new deputy headteacher and teaching team, she has been instrumental in developing the sense of purpose and teamwork which are critical to moving the provision forward. Safeguarding procedures now fully meet government requirements and students say that they feel safe and enjoy their learning. The Centre makes strenuous efforts to promote good attendance. All students have radically improved their attendance compared with their performance in their previous schools so that it is now satisfactory. Through the school council, students are closely involved in helping to contribute towards their immediate community and all are willing to express their views on a range of issues. Behaviour is good and very much improved since the last inspection. Students develop a good understanding of the need for a healthy lifestyle through the opportunities for physical development in school and the after-school clubs.

The quality of teaching and learning is now satisfactory with no inadequate lessons. This is a significant improvement since the last inspection but has, by necessity, taken time to achieve. Consequently, the improvements have not yet had their full impact on students' achievements because there are not enough lessons which are good and better to really drive up standards. In their planning, teachers do not always clearly identify students' academic needs, their targets and how these will be met. This means that they cannot be sure that all make the progress of which they are capable. There are also occasions when teaching assistants are not always used to best advantage to support the learning of individuals. The greatly increased range of courses and accreditation available have been a significant factor in raising students' motivation and attainment. Standards are rising and are now broadly average. The improvements in students' personal development would not have come about without the dedication of staff and the very good efforts they put in to the pastoral care of their students.

The Centre's systems to monitor its performance have been overhauled and, where

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necessary, effective new ones have been developed. Now there are rigorous and robust systems to determine students' attainment on entry, to set challenging personal and academic targets and monitor these on a regular basis. The systems to monitor and evaluate attendance, behaviour and attitudes to learning are also good and all these give good management information which is used well to target areas in need of further improvement. However, the impact of each on the others, particularly in relation to students' achievements, is not yet fully effective. The management committee are supportive of the Centre. However, it does not have full budgetary control over all aspects of provision and this limits its impact. To address this, representations have been made to the local authority to review its powers. The considerable improvements since the last inspection and the continuing drive to raise students' achievement show that the Centre has satisfactory capacity to improve further.

**What does the school need to do to improve further?**

- Ensure that all students make the progress of which they are capable by:
  - increasing the amount of teaching which is good or better
  - making sure that all staff identify and use students' academic targets consistently and that planning clearly identifies how the learning of each student will be developed
  - making better use of teaching assistants to support the learning of individual students.
- Establish more effective links between the systems for monitoring and evaluating separate aspects of the provision so that a clear picture of each individual's performance, as well as that of the Centre as a whole, can be demonstrated.
- Consult with the local authority about changes to the powers of the management committee to enable it to act more effectively as the Centre's critical friend.

**Outcomes for individuals and groups of pupils****3**

In 2008 and 2009 there was significant improvement in the results at GCSE and other qualifications obtained by students in Year 11. In particular those in English, mathematics and information and communication technology (ICT) were much higher than those seen at the last inspection. Overall, standards are now broadly average. Given their low starting point on entry, this represents satisfactory achievement and progress for all groups including girls and those of different backgrounds and abilities. The current Year 11 students are on target to achieve similar, or even better, success due to improved teaching. In a good English lesson seen with Year 10 students, who had only been in the Centre for a short period of time, both the teacher and the learning support assistant used questioning effectively to engage and motivate students by referring to the subject targets which each had been set. Lessons of this quality are increasingly helping to raise standards.

Staff give students very effective help in managing their own behaviour so that any

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misbehaviour is not allowed to affect the learning of others. Students are quickly coming to terms with the demands this new approach places on them and are much more confident to explore and express their feelings. Through the regular timetabled physical education lessons and out-of-school activities such as skiing, students learn to adopt a healthy lifestyle. Most students now use the new student kitchen opened in September 2009 to make their own healthy sandwiches and wraps. Students gain a good appreciation of local issues and develop a sense of responsibility for helping to improve the Centre. Good examples of this are the work the school council has done to improve facilities in the Centre and the way in which older students 'buddy' new arrivals. Students' spiritual, moral, social and cultural development is good. This is based on the high expectations established by all staff and the role models they present to students. There are suitable opportunities for students to experience the world of work and they gain appropriate literacy, numeracy and ICT skills which enable the vast majority to continue in education and training or enter work.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Since the last inspection the main focus of the drive to improve students' learning has rightly been the elimination of inadequate teaching. New teachers have been given good support on an individual basis to develop their practice. However, it is only this term that sufficient stability in staffing has been achieved to enable the Centre to embark on sharing best practice across all staff. The relationships staff develop with their students are very good and are the basis of the good personal development which results. They have good subject knowledge and develop interesting activities which engage and motivate students. For example in a good information and communication technology lesson, a 'basketball' game was used well to reinforce learning about spreadsheets. In the best lessons staff use information about students' targets and their progress well to drive learning forward. However, this practice is not consistent in all lessons.

The Centre has very good systems in place to promote good attendance and encourage punctuality. These include comprehensive first-day absence procedures and a rewards system which is much appreciated by students. They are well supported by the local authority through an educational welfare officer who works with the school for two days each week. However, despite the best efforts of the Centre, there are still a small number of parents who do not send their children regularly to school. The good curriculum has a clear focus on personal development and basic skills in literacy, numeracy and information and communication technology. Since the last inspection there has been a thorough revision of the Centre's provision for personal, social and health education, based on strategies from the social and emotional aspects of learning. This has ensured that this area is now good overall and is a strong feature of the provision. The curriculum offers a good balance of academic, vocational and work-related options and is very well supported by a wide range of out-of-school activities which involve a significant proportion of students.

Care, guidance and support are good and are the cornerstone for students' personal development. Central to this is the commitment and time that all staff devote to the personal mentoring system which is such an important 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 school in their life outside. They are given good guidance about careers and opportunities available when they leave school.

*These are the grades for the quality of provision*

<p><b>The quality of teaching</b> Taking into account: The use of assessment to support learning</p>	<p><b>3</b>  3</p>
<p><b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b></p>	<p><b>2</b></p>
<p><b>The effectiveness of care, guidance and support</b></p>	<p><b>2</b></p>

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## How effective are leadership and management?

The headteacher is very effective in embedding ambition and driving forward improvement. She has ensured that all safeguarding procedures are now fully met. With the help of the deputy headteacher, a clear path for improvement, based on accurate and honest self-evaluation, has been set. Although the systems for monitoring and evaluating separate aspects of the provision have improved radically since the last inspection, the links between them are not sufficiently clear. For example, students' progress cannot be easily linked to attendance, behaviour and attitudes to learning to give a clear picture of each individual's performance as well as that of the school as a whole.

Since the last inspection, changes have been made to the personnel on the management committee and to its roles and responsibilities. This has made it more representative of stakeholders, but because it does not have full budgetary control, this limits its effectiveness in acting as a critical friend to the Centre and it is only advisory in many aspects of its remit. For example, it has made representations to the local authority to improve the quality of the accommodation and to develop suitable protocols for the dual use of the building. Changes have been slow and have not fully supported the Centre's efforts to raise the confidence and self-esteem of students and of newly appointed staff.

At this stage in its development, the impact of the Centre's work on community cohesion is satisfactory. Good relationships are built up with parents and carers. The Centre has done good work with its immediate community, who have shown concerns about the behaviour of students in the past, and has developed good links with the neighbouring schools and colleges. Further developments, particularly in relation to regional and national aspects of its work, have not been an immediate priority. The Centre has good links with the Youth Offending Team, social services and with the police and the Drugs Team, which are used well to promote students' well-being. Equality of opportunity is promoted through all aspects of the Centre's work.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>



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<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Views of parents and carers

Parental questionnaires are not normally distributed for monitoring inspections conducted under section 8 of the Education Act 2005 and so the inspector used information from the Centre's own questionnaires. Almost all parents are completely satisfied with all aspects of the Centre's work and the positive effect it has on their child. One said: 'The staff are doing a superb job ' they are the only ones to have made any progress with my son.' They are generally happy with the ways in which the Centre provides a safe and secure environment in which students are successfully challenged to manage their own behaviour.

## **Responses from parents and carers to Ofsted's questionnaire**

Parental questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



4 December 2009

Dear Students

Inspection of ARC (Havering KS4 PRU), Romford, RM1 2PS

Thank you for all the help you gave me when I visited the Centre. I very much enjoyed talking to you, sitting in on your lessons and listening to your interesting views on the Centre and some of the developments you would like to see.

You all told me that the Centre makes a great difference to your behaviour and attitude to education and learning and that this sets you up for a more positive future. I consider that the Centre provides you with satisfactory education linked to good care, support and guidance. The staff set high expectations for you to live up to and lay down clear guidelines for you to follow. The atmosphere in the school is relaxed and productive. Most of you clearly enjoy coming each day, despite the time for which you have to travel. The staff work very hard to keep you safe and healthy, and you were quick to point out the difference the Centre has made to your lives. Teaching and learning are satisfactory and improving as the new staff settle into their roles.

To ensure that the Centre continues to improve I want it to:

- make the teaching even better through using your targets more consistently in each lesson. We have asked teachers to show in their planning how the learning of each one of you in the class will be developed
- make better use of the support assistants to help individuals
- make links between the systems it uses to track things like your attendance, behaviour and progress to check that you are doing as well as you can
- consult with the local authority about the powers of the management committee to help it to do its job more effectively.

You can help in this by attending regularly and making sure you do your best in every lesson.

Yours sincerely,

Stuart Charlton

Lead Inspector

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