

# Francis Barber Pupil Referral Unit

## Inspection report

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<b>Unique Reference Number</b>	100994
<b>Local Authority</b>	Wandsworth
<b>Inspection number</b>	335636
<b>Inspection dates</b>	2–3 March 2010
<b>Reporting inspector</b>	Bill Stoneham

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

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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>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	141
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Councillor David Walden
<b>Headteacher</b>	Trevor Harper and Pat Ashworth
<b>Date of previous school inspection</b>	5 December 2006
<b>School address</b>	Franciscan Road Tooting London SW17 8HE
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## Introduction

This inspection was carried out by two additional inspectors. They observed 11 teachers for at least 20 minutes each and held meetings with the chair of the management committee, a representative from the local authority, staff and, informally, with groups of students. Some stakeholders were consulted by telephone. The inspectors observed the school's work, and looked at data on students' attainment, tracking data, work files and procedures, especially those related to safeguarding. They also considered the views of parents and carers expressed in the 14 parental questionnaires that were returned during the inspection and those from students and from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- levels of attainment and the progress students are making, including the performance of different groups of students
- how successfully the service is developing its curriculum offer to meet individual needs
- the effectiveness of its safeguarding arrangements on the three sites used.

## Information about the school

Francis Barber Pupil Referral Unit (PRU) is for permanently excluded students, those with a history of not attending school, dual-registered students, and those with special educational needs and/or disabilities. Well over half of the students have special educational needs and/or disabilities, most frequently relating to behavioural, emotional and social difficulties. About 15% of students have a statement of special educational needs. Two thirds of the roll are boys. About half of the students are of White British backgrounds and the rest of Black or dual heritage. About a third are eligible for free school meals and a significant minority are looked after children. The PRU operates on two sites, at Tooting and Westdean in Wandsworth, and manages a classroom facility at a location in Battersea.

**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?**

**2**

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

**2**

### Main findings

Francis Barber PRU offers a good quality of education. Aspects of its work, including the care, guidance and support for students, and leadership and management, are outstanding, illustrating the dedication and commitment of the staff. Most students join Francis Barber with exceedingly low levels of prior attainment, reflecting significant disturbances in their education. In these highly exceptional circumstances, the progress they make in their education and their social and emotional development is impressive. Most make at least good progress, with a minority, including some looked after children and some with behavioural and emotional problems, making outstanding progress. Outcomes for all groups of students are far in excess of what might be expected given their starting points.

Excellent partnerships with a wide variety of specialist agencies play an outstanding part in overcoming barriers to learning and accelerating students' progress. Students adopt safe lifestyles, they are encouraged to be healthy, and safeguarding arrangements are outstanding. Students' good progress reflects the quality of the curriculum, especially the way it is personalised to meet their individual needs, and the school's excellent work to promote equality of opportunity and tackle discrimination. For many, Francis Barber provides life-changing experiences. Progress is accelerated by good teaching. All lessons observed were at least satisfactory and, in most, learning and progress were good, with some outstanding elements. The school has done much to improve pupils' literacy and numeracy skills, as reflected in their improved examination results. Nevertheless, inconsistencies are evident, particularly in the way literacy skills are promoted in lessons, for example by focusing on specific vocabulary in different subjects. Teachers set challenging and realistic targets for all students but do not always give students enough opportunities to discuss their own and each other's work in lessons

Since the previous inspection, there have been many improvements. The service is highly successful in reintegrating its students, especially into college placements. Self-evaluation is good and senior managers know, for example, that though the PRU successfully promotes community cohesion at a local level, it has not fully developed national and global aspects. Students' knowledge of national and international events is relatively limited. A track record of sustained improvement illustrates the ambition and drive of the excellent leadership team, reflecting a good capacity to improve further.

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

- Raise levels of attainment for all students by:
  - developing students' literacy skills more consistently in lessons, particularly

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their knowledge of specific vocabulary in different subjects

- ensuring that students are given more opportunities, especially in lessons, to assess their own and each other's work.
- Ensure that the community cohesion programme offers more opportunities for the students to develop their understanding of national and global issues.

**Outcomes for individuals and groups of pupils****2**

Students are keen to learn and the good progress they make is helped by their consistently good behaviour. Students' questionnaires showed that most really enjoy their education. As one commented, 'The relaxed attitude of the lessons belies the hard work and effort of both staff and students.' In lessons, students are involved in their learning and respond with determination to the challenges set. They clearly enjoy their learning and many are making rapid progress in extending their knowledge and understanding and are achieving far more than might be expected. Students who have previously been school refusers and those with special educational needs and/or disabilities concentrate well and make at least good progress. The service is successfully enabling students to return to school or to progress to college at the end of Year 11. Data provided clearly show that students who are re-integrated into full-time education return with improved attainment as well as being better equipped emotionally to cope with school life. Students who stay in the unit until the end of Year 11 leave with a wide range of qualifications. Outstanding support from external specialists helps even the most vulnerable and emotionally disturbed students to make at least good progress towards their challenging targets. Some students achieve exceptionally well, gaining GCSE awards, some at grade C or higher.

Students say they feel safe and they respond very well to the school's efforts to encourage them to adopt safe lifestyles. Many students work on programmes highlighting the dangers of knife crime and gang culture and all benefited from a recent presentation from a Commonwealth boxing champion who encouraged the students to be safe. Health promotion is strong with excellent outcomes reflected in the amount of fruit eaten daily by the students and the high take-up rates in many physical activities, such as kayaking, rock climbing and orienteering. On-site football and fitness sessions are also popular.

*These are the grades for pupils' outcomes*

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<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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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</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>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Students learn well because they are well taught by staff who have extensive subject knowledge. This view is supported by students and by parents and carers in their questionnaires. The working relationships between staff and students are very good. Students are encouraged to work independently but opportunities for reinforcing key subject-specific language are not always seized. Students' progress towards their targets is rigorously monitored.

The curriculum, including extra-curricular provision, is good. Memorable experiences and rich opportunities for high-quality learning and personal development enrich pupils' experiences. These include activities such as theatre visits and a wide range of physical activities. Such experiences boost students' confidence and help them to determine their future direction, as well as making a good contribution to their spiritual, moral, social and cultural development.

The unit provides an outstanding, caring and supportive learning environment. Effective induction arrangements and excellent partnerships with support agencies enable students to settle quickly into the daily routines and to understand the high expectations that the service has. The service's effective procedures for reducing absence are having a positive impact. Though the headline attendance rate is below average, the figures are skewed by the persistent absence of a very small minority. Most students, including former school refusers, have significantly improved attendance records. Indeed, for many students, their attendance is at least in line with the national average, and in some cases, exceeds this level. Improved attendance is helping many students to make good progress in their learning.

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*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

Excellent leadership and staff commitment have resulted in a clear focus on successfully driving improvement. This is reflected in the improving levels of attainment and the good progress made by most students. Leaders and managers at all levels have been successful in encouraging young people, many of whom are vulnerable, to take their education more seriously. As a result, the service has enjoyed many successes. The many positive outcomes are also because of the thorough monitoring arrangements used by staff and the range of challenging, yet realistic, targets set for the students. The service fully involves parents and carers in its work and keeps them well informed. Safeguarding procedures are outstanding. The detailed risk assessments are exceptionally thorough. There is a very strong determination to ensure that the students enjoy a varied and exciting education but in a safe setting. Academic outcomes are improving because the management of teaching and learning is tightly focused on raising attainment. An emphasis on respect, rights and responsibilities underpins much of the unit's work and makes an excellent contribution to the promotion of equality and tackling discrimination. Satisfactory efforts have been made to promote community cohesion. The students make a good contribution to their own and the local community through schemes such as 'Trout in the Classroom', a project for hatching fish in schools and releasing them in local rivers, but the national and international dimensions of community cohesion are less well developed.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</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>1</b>

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</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>2</b>

## Views of parents and carers

A small number of replies to the questionnaire were received and responses were almost all positive. This view is reflected in the service's own surveys of the views of parents and carers. The overwhelming message to emerge is that parents and carers believe that Francis Barber is making a significant contribution to enhancing life chances by helping the young people to overcome their problems and anxieties.

The highly positive views expressed by parents and carers reflect the inspectors' judgements of the quality of the service.



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

Ofsted invited all the registered parents and carers of pupils registered at Francis Barber Pupil Referral Unit to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 14 completed questionnaires by the end of the on-site inspection. In total, there are 141 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	6	43	7	50	0	0	0	0
The school keeps my child safe	8	57	6	43	0	0	0	0
The school informs me about my child's progress	7	50	6	43	1	7	0	0
My child is making enough progress at this school	6	43	7	50	1	7	0	0
The teaching is good at this school	6	43	8	57	0	0	0	0
The school helps me to support my child's learning	6	43	7	50	1	7	0	0
The school helps my child to have a healthy lifestyle	6	43	7	50	1	7	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	9	64	5	36	0	0	0	0
The school meets my child's particular needs	7	50	7	50	0	0	0	0
The school deals effectively with unacceptable behaviour	7	50	7	50	0	0	0	0
The school takes account of my suggestions and concerns	7	50	7	50	0	0	0	0
The school is led and managed effectively	7	50	7	50	0	0	0	0
Overall, I am happy with my child's experience at this school	9	64	5	36	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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.**



8 March 2010

Dear Students

Inspection of Francis Barber Pupil Referral Unit, Tooting SW17 8HE

My colleague and I thoroughly enjoyed our recent visit. I wish to thank you for making us so welcome. We have fond memories of our visit. We enjoyed talking to you and learning about your views. You told us about the quality of education you receive and we are pleased to say that our visit confirmed your opinions; you receive a good education. Many of you are making significant strides in your education and personal development. The staff help you to do this but you also help by attending regularly and behaving sensibly in lessons and in the social areas. Francis Barber has many strengths. You particularly benefit from the outstanding care, guidance and support provided and the excellent procedures for ensuring you can learn in a safe working environment. We were also most impressed with your commitment to staying safe and adopting healthy lifestyles. The leadership and management of the service are also excellent.

We believe that, although you make good progress and achieve well, there is room for further improvement. In order to achieve this, we have asked your staff to help you do even better by ensuring that:

- all teachers help you to improve your literacy skills in lessons, for example by developing your understanding of key words and important vocabulary
- in lessons, you are offered more opportunities to assess your own and each other's work
- you are offered more opportunities to develop your understanding of the lives and culture of people around Britain and in other parts of the world.

You can help by keeping up all your hard work.

Thank you again for making us so welcome. We enjoyed meeting you and would like to wish you every success in your future endeavours.

Yours sincerely

Bill Stoneham

Lead Inspector

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