

The Park Campus

Inspection report

Unique Reference Number	129762
Local Authority	Lambeth
Inspection number	341007
Inspection dates	19–20 January 2010
Reporting inspector	Greg Sorrell

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

Type of school	Pupil referral unit
School category	Community
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	155
Appropriate authority	The governing body
Chair	Jos Joures
Headteacher	Richard Leonard
Date of previous school inspection	3 May 2007
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Introduction

This inspection was carried out by two additional inspectors. They spent significant time looking at learning and visited nine lessons taught by nine teachers at the Park Campus main site. Interviews were held with members of the management committee in addition to discussions with managers and staff at the other provision. Interviews were also held with the managers of the Behaviour Partnership Support Service (BPSS).

Inspectors observed the unit's work, and looked at the Park Campus Group development planning and evaluations; progress tracking systems; lesson plans; parental surveys and attendance records. Two questionnaires from parents and carers were received.

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

- the effectiveness of teaching and tracking systems to ensure that all students achieve as well they can
- the effectiveness of leaders at all levels, in self-evaluation and driving improvement
- the effectiveness of the Park Campus Group and its management committee in overseeing the work of the service on all sites.

Information about the school

The Park Campus is a pupil referral unit (PRU) formerly known as the Park Centre. It has undergone significant changes in its purpose and accommodation since the last inspection. Some of these changes have occurred very recently. Apart from providing education for permanently excluded students on its new purpose-built site, since January 2009, the Park Campus Group (PCG) has been responsible for the BPSS whereby staff support students deemed to be at risk of fixed-term or permanent exclusion from local secondary schools. They also work with Campus students who are judged to be ready for re-integration into mainstream or special school provision. The BPSS also includes the Behaviour and Education Support Team (BEST) which offers specialist multi-agency support to students throughout the local authority. Three off-site learning centres are based in Streatham Library; the Marcus Lipton Youth Centre and the 'Room at the Top' located in Clapham Library. This latter provision is a resource for school-aged mothers. All these centres are designed to provide short-term support for students pending re-integration. Since January 2010, the PCG has taken responsibility for the provision for 'education other than at school' (EOTAS) which includes the hospital and home tuition service based at King's College Hospital. New responsibilities also include a partnership with a charitable organisation related to off-site provision known as the Hampton Project for students who have committed offences.

The vast majority of students experience behavioural, emotional and social difficulties. Other than those students who receive education from the hospital and home tuition service, most have been permanently excluded from mainstream schools. The ratio of boys to girls is three to one and approximately half the students are of Black Caribbean background and a quarter Black African. A small number of students are also registered at a mainstream school. Two thirds of students are in Years 10 and 11. A very small number of students have statements of special educational needs. The PRU holds

Advanced Healthy Schools status.

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

2

Main findings

The leadership of the PCG has responded well to the challenge of its new and extended purpose and is a key factor in its good capacity for sustained improvement in its provision and outcomes for students, their families and local schools.

Although standards remain low in comparison to national averages, students make satisfactory academic progress and good progress in their behaviour and attitudes to study. The fact that all leavers last year went on to work, further education or training is a strong indicator in this respect. Attendance is low and this has a significant and negative impact on the achievement of those who fail to attend regularly, despite the extensive efforts made by staff in all services of the PCG.

The curriculum is relevant and adapted to the needs of individual students and is particularly effective for those at the main site where good partnerships exist, for example, with college and work-experience providers. Outstanding care, support and guidance are provided by the B PSS to local schools and students within the PCG and beyond. High quality support is also provided to students at The Park Campus.

Self-evaluation is accurate for the longer established elements of the PCG, although the management committee does not yet focus sufficiently on the academic progress of students. Appropriate development planning involves all senior managers and is targeted at raising standards, although the most recently acquired responsibilities are understandably not yet fully represented. Leaders and managers have made good progress in making this new provision work and it is well placed to sustain further improvements.

Parents and carers are very supportive of the provision and students appreciate the respect shown by staff. Despite the sometimes significant amounts of time spent out of education and their behavioural, social and emotional needs, the large majority of students show improved attitudes to study. In large part this is due to the good quality teaching that meets the students' academic and behavioural needs.

The students develop a good understanding of healthy lifestyles and keeping safe. These factors are highly relevant to the majority of students within their communities. The PCG works extensively with its local community and is held in high regard by external agencies. It recognises the need to provide students with more opportunities to appreciate and value people's backgrounds and communities in other parts of this country and around the world.

What does the school need to do to improve further?

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- Improve the outcomes for all students and specifically the group of students who remain difficult to engage in education and fail to attend regularly.
- Further enhance progress tracking systems to ensure that all students on all sites make as much progress as they can.
- Improve the management committee's first-hand knowledge of all aspects of The Park Campus provision so that it may sharpen its focus on the students' academic progress.

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

Students arrive at the PCG with low academic standards due to a wide range of factors that have had a negative impact on their academic and personal development. Many have had significant periods away from full-time education and exhibit poor attitudes to learning. The amount of time students spend at the PRU varies and standards reached are typically well below those expected nationally for students of similar age. The large majority improve their attitudes to learning and although standards remain low, they make satisfactory academic progress. Some do much better than this and achieve GCSE passes, including in English and mathematics. Where appropriate, they also gain accreditation at Diploma level in art. A small minority are persistently absent and this has a markedly negative impact on their achievements.

Students receiving support from the BPSS are reported to show improved attitudes to learning and there are indications that permanent exclusions in local secondary schools are falling as they respond positively to early intervention. Girls in the provision for young mothers enjoy highly specialised support and feel well prepared for motherhood and continuing education. Throughout all aspects of the provision the strongest emphasis is placed on maintaining study despite other needs, such as medical needs, while based at the hospital. In off-site units, students show an awareness of the need for good behaviour in public settings, such as a public library.

The students' behaviour is good in lessons and during breaks. Any incidents are well managed and students mostly ignore low-level misbehaviour and maintain their studies. It is evident that many enjoy good relationships with each other and that staff are respected. They show an increasingly mature approach to study as seen in their conduct during mock examinations. The students' spiritual, moral, social and cultural development is good. An appropriate focus is given to reflecting on behaviour and seeking ways forward. Most students respond well to the reward system and the recently introduced 'restorative justice' programme. Students appreciate their induction to the PRU after significant periods out of school due to poor attendance, exclusion, or difficult personal circumstances. One commented, 'I've been made welcome here... it may be a small place but it's like a big family.'

In lessons, the large majority of students show good attitudes to study, for example when considering different literary genres, and bring in their own knowledge of recent films. In the same way, students apply themselves well in information and communication technology (ICT) when considering different aspects of mobile phones

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as they compile a database. They respond well to age-appropriate humour and the relaxed and confident teaching evident in the best lessons. Work on display shows sustained effort in art and reflective writing when studying 'Of Mice and Men'. Students speak with pride about their part in dramatic performances in the community.

Students say they feel safe and they gain confidence in an environment that has clear boundaries and expectations that are consistently applied. Students enjoy friendly banter, relate well to each other, and mostly talk with staff and visitors in a respectful manner. Students appreciate the respect shown to them by staff and feel their views are taken into account, although their council has not met for six months. Most can reflect on the way they have behaved in the past and show an understanding of what is right and wrong. Fund raising for others is a regular undertaking, including cake sales for victims of the Haiti earthquake. They know the requirements for healthy lifestyles and the take up of physical exercise is good.

A minority of students attend rarely and the PRU is aware that it has more to do to improve overall attendance and academic achievement. Nevertheless, last year all students left for work, further education or training which is a positive endorsement of the PRU's work.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

¹ 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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How effective is the provision?

A key strength in the quality of teaching is an evident commitment to enable each student to maximise their potential by addressing the barriers the students face, whether this be on the wards, in local schools or at the main site of The Park Campus. The teaching staff work well as a team and this includes some highly experienced teaching assistants. Relationships are typically strong through the PGC. They serve as good role models, exhibiting a calm and measured approach when managing students' behaviour. The strongest teaching is evident when the lesson content absorbs the students so much that no-one is off-task at all, for example in art. Good attention is paid to matching staff expertise to the curriculum. On occasions, teachers talk too much at the expense of promoting students' active learning. Increasingly good use is made of lesson objectives to help students know precisely what is required of them. Teachers' use of assessment to inform lesson planning has also helped make learning more relevant to students' needs.

A strength of the curriculum is its flexibility and ability to offer students individualised support and learning experiences. The breadth of the curriculum at the main site is extensive and meets the students' academic and behavioural needs well. This is particularly important for students who stay for several terms. There is a suitable emphasis on students following courses leading to GCSEs and other external accreditation including Diplomas. Recent award bearing courses include business studies, sports science, and ICT at BTEC National level. Personal, social, health and citizenship education (PSHCE) has an appropriately high profile and forms a significant part of personalised learning programmes. Relevant themes, such as street crime, weapons and sexual health are also well documented; these elements are reflected in the PRU's receipt of Advanced Healthy Schools status. Students' experiences are enriched by visits to local galleries and places of interest to support the curriculum. Residential visits and work experience also contribute significantly to the students' personal development and preparation for their next stage.

Highly effective multi-agency partnerships ensure students receive outstanding care, guidance and support. As a result, the PRU has considerable success in helping students to address their wide-ranging needs at challenging times in their lives. For example, the work of the BPSS is highly regarded by the schools with which it works. Clinical professionals within the hospital setting also view the educational provision as a crucial element in aiding recovery. Within the provision for young mothers, staff ensure that the girls are given specialist advice and support in relation to motherhood. One parent at this setting commented, 'I was anxious for my daughter to begin with, but now I have no worries about her future. The staff include me fully in aspects of what they do.' Induction and transfer arrangements are sensitive, well monitored and reduce students' anxieties. The students' strongest endorsement of the PRU's work was that they felt adults cared about them. This includes the extensive efforts to engage students in learning through alternative programmes, comprehensive strategies to promote regular attendance and the recent adoption of a zero exclusion policy. Academic and

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behavioural reports, in the vast majority of cases, are comprehensive and provide useful guidance for improvement.

These are the grades for the quality of provision

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

How effective are leadership and management?

The significant extension of the PRU's function is evidence of the capability and commitment to improvement shown by leaders and managers. The PRU is well led by a team of managers across the service. Staff feel well supported and have a shared ambition to continue improvement. The PRU has responded well to the findings of the last inspection and measurable improvements are evident in reduced exclusions and an increase in the number of students being re-integrated into schools. The quality of teaching has improved as a result of regular monitoring and appropriate support by senior managers. Self-evaluation is securely embedded and involves middle managers to ensure a good understanding of the PRU's strengths and areas for improvement. Improvements in the use of progress data have enabled self-evaluation to be more accurate, even though there is still some work to do to ensure that its impact is seen more clearly at classroom level. In liaison with the local authority, the main campus building provides effective accommodation. Senior managers are aware of the need to improve some premises which serve as off-site units. Suitable priorities have been identified to further improve the PCG provision, although understandably the very recent additions to its remit have yet to be fully integrated.

Community cohesion is strongly promoted within the PRU and in the local area. For example, tensions evident in some areas of the local community to which students belong are not seen on the Park Campus. Extensive links and partnerships with outside agencies, colleges of further education and other local training providers are very well established. Parents and carers are recognised as partners and an increasing number attend parenting workshops on site. The PRU also supports the work of national charities; although managers recognise the need to extend the students' understanding of people's backgrounds and communities in other parts of the United Kingdom and globally.

The management committee is supportive and the chair works closely with the headteacher. Attention to students' safety is paramount and safeguarding procedures are systematic, continually reviewed and firmly established. The committee has relevant skills to promote the development of the PRU although few make regular visits to see

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the disparate elements of its work. The impact of the PRU's work, especially by the BPSS, is regularly monitored and supported by comprehensive evaluations. However, the committee's monitoring role in relation to students' academic achievement, particularly on the main campus site, is less evident. Given that some aspects of the provision have been in place for a year or less and standards are below average on leaving, the PRU provides satisfactory value for money. However, its track record in this short time ensures that its capacity for sustained improvement is good.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

The Park Campus regularly seeks the views of parents and carers. and they are positive. A very small number of parents and carers responded to the pre-inspection questionnaire.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Park Campus 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 2 completed questionnaires by the end of the on-site inspection. In total, there are 155 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	2	66	0	0	1	33	0	0
The school keeps my child safe	1	33	1	33	0	0	0	0
The school informs me about my child's progress	1	33	2	66	0	0	0	0
My child is making enough progress at this school	1	33	1	66	1	33	0	0
The teaching is good at this school	1	33	2	66	0	0	0	0
The school helps me to support my child's learning	1	33	2	66	0	0	0	0
The school helps my child to have a healthy lifestyle	1	33	2	66	0	0	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)	1	33	1	33	0	0	0	0
The school meets my child's particular needs	1	33	2	66	0	0	0	0
The school deals effectively with unacceptable behaviour	1	33	2	66	0	0	0	0
The school takes account of my suggestions and concerns	2	66	1	33	0	0	0	0
The school is led and managed effectively	2	66	1	33	0	0	0	0
Overall, I am happy with my child's experience at this school	1	33	2	66	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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



21 January 2010

Dear Students

Inspection of The Park Campus, West Norwood, London SE27 9NP

I am writing to all of you that receive education from The Park Campus. You may know that even though you attend The Park Campus, there are lots of other students who receive their education in different places, such as in hospital, at home, a library, a youth centre or sometimes in other schools. We judge that The Park Campus gives you a satisfactory education and it is well placed to make good improvements.

Thank you very much for making me and my colleague so welcome when we visited last week. Those of you who attend the new building at The Park Campus must be really pleased with the facilities you have. It's true that not all sites are as good as this but I know there are plans to improve some of the other buildings.

I liked the comments you made about the staff and I enjoyed looking at your work. You make satisfactory progress in your learning although some of you do better than that because you attend regularly and improve your behaviour. Too many students don't attend enough and this holds them back in their learning and also their ability to get back to school. The teaching you receive is good and the care, guidance and support offered are outstanding. Together these features help you to make good progress in your personal development, especially in your behaviour. It's good to see that you mostly get on well with each other and with the staff.

The senior staff and management committee run the PRU well and make sure it keeps improving. I have three suggestions to make to help it further. I'm asking them to keep trying to improve the attendance of all students. I've also asked the senior staff to complete the work they are doing to track your progress in subjects. Finally, I have asked the management committee to come and see you more often wherever you are so they can ensure that their plans are clearly focused on raising your achievement even further. You can help by continuing to work hard and attending The Park Campus every day.

Yours sincerely

Greg Sorrell

Lead Inspector

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