

Williams House, Medical Needs PRU with Tuition Service

Inspection report

Unique Reference Number	131584
Local Authority	Haringey
Inspection number	341168
Inspection dates	17–18 June 2010
Reporting inspector	James Bowden

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	4–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Boys
Number of pupils on the school roll	48
Of which, number on roll in the sixth form	5
Appropriate authority	The local authority
Headteacher	Mr Andrew Costa
Date of previous school inspection	16 May 2007
School address	Williams House, 1 Williams Grove London N22 5NR
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Introduction

This inspection was carried out by one additional inspector. The inspector visited two lessons at Williams House and visited a morning session at Simmons House, seeing three teachers in all. Meetings were held with the head of service, the lead teacher at Williams House for medical needs, pupils with special educational needs and/or disabilities and unplaced pupils, the lead teacher at Simmons House, the chair and other members of the management committee, as well as representatives from the local authority. In addition, the inspector had formal discussion with groups of pupils and students at both sites. It was not possible to visit any offsite tuition work but the inspector was able to look at a sample of pupils' work. He also looked at teachers' planning and assessment records. The inspector analysed questionnaires from 14 parents or carers, 23 pupils and eight staff.

The inspector reviewed many aspects of the school's work. He looked in detail at the following:

- the progress and achievement of all groups of pupils over time across all areas of the service
- whether teaching is sufficiently challenging for all groups of pupils
- the full picture of attendance and authorised/unauthorised absence of all pupils over time
- ? the effectiveness of leadership and management across all areas of the service.

Information about the school

Williams House is an integrated service, which incorporates a medical needs pupil referral unit and the local authority's tuition service. The service provides for:

- pupils with medical conditions who cannot attend mainstream school with a no-places limit and a fluctuating roll
- unplaced pupils who have special educational needs and/or disabilities
- unplaced pupils who have special educational needs and/or disabilities
- pupils who may need extra support in mainstream school because of their medical conditions.

Teaching can be at home, with some lessons also taught in local libraries, as well as at Williams House. All pupils attend part-time, most for no more than ten hours per week, to follow individual programmes of study. There is a high turnover of pupils throughout the year. In addition, the service provides education each morning for up to ten adolescent psychiatric in-patients, plus some day patients, aged 13 to 18. This is based at St Luke's Hospital, some three miles from the main site, the provision being part of Islington Primary Care Trust. Currently, there are 14 pupils attending. The very few children in the Early Years Foundation Stage attend part-time and are either taught with the primary-age pupils or supported at home.

All pupils, excepting those unplaced, are dual-registered with the service and their 'home' school. Most are boys. All pupils have special educational needs and/or disabilities. Currently, a quarter of pupils have a statement of special educational needs, mostly for behavioural issues. Approximately 40% are of White heritage, the majority

reflecting the ethnic mix of the local authority. A fifth speak English as an additional language and three pupils are at the early stages of learning English. Lunches are not provided by the service.

Prior to the appointment of the current head of service in April 2010, three acting heads of service had been in place since August 2008.

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

The service provides a satisfactory education. It does this by supporting pupils and students to cope with their medical difficulties and overcome their behavioural, emotional and social difficulties. It rekindles their interest in education and supports their reintegration to mainstream schools. In addition, it is successful in supporting older pupils to attain accreditation and to move on to further education or training. All those currently in Year 11, for example, are expected to achieve some GCSE and/or entry-level accreditation prior to their planned transition to further education courses in September. The service's impact is enhanced greatly by the excellent partnerships with a broad range of other professionals within the local authority and the Islington Primary Care Trust, which promote pupils' learning and well-being particularly well. The impact of this is also clearly evident as a result of the service's outreach work in a local secondary school where it supports and works with a small number of pupils who have medical needs. Williams House works very closely with parents and carers to keep them informed of the progress their children make. One parent, reflecting the views of many others, wrote, 'I would like to say I am delighted with the progress my child has made at the service. I wish they had been involved sooner!'

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The outcomes for pupils are satisfactory. They make good progress because of the total education and support package offered, despite part-time education because of their medical and emotional needs. There are no significant differences in the achievements of different groups of pupils within Williams House provision. When they start, their

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attainment is often well below that of their mainstream peers. During their time at the service, they make good progress and, since the start of this academic year, 34 pupils have been reintegrated into mainstream school or other specialist provision. Their personal development is satisfactory overall. Pupils say they feel safe at Williams House, which is also confirmed by their parents and carers. Attendance for most improves significantly in relation to that prior to joining the service and unauthorised absence decreases markedly, the absences being mainly authorised because of pupils' medical needs. Their attitudes improve, too. One pupil commented to the inspector, 'Teachers help you learn and improve the quality of your work. I'm now more interested'.

Pupils' good learning and progress are supported by good teaching. Teachers know their pupils well and have a flexible approach to encouraging them to learn effectively, while at the same time ensuring they are suitably challenged. However, the use of baseline assessment by teachers is not sharp enough, particularly when it has to rely on scant information provided from pupils' previous schools. This makes their planning for future strategies difficult and means it is also difficult to be accurate about the rate of progress pupils make. The curriculum provides a good focus on learning the key skills of literacy, numeracy and information and communication technology (ICT). However, the new head of service recognises that it could be broadened beyond this relatively narrow focus to support pupils' progress and achievement even more. Good care, guidance and support results in each pupil being supported in very specific ways, and helps ease the transition to the next stage of their education.

What does the school need to do to improve further?

- Work with the management committee to ensure that policies are monitored, evaluated and up-to-date to reflect current requirements.
- Use baseline assessments more effectively to:
 - identify accurately pupils' attainment when they join the service
 - plan future strategies for learning
 - identify more effectively how well pupils are making progress.

About 40% of schools whose effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

- Broaden the curriculum at Williams House in order to:
 - ease reintegration into mainstream schools
 - increase the range of accredited courses available in Years 10 and 11.

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

Pupils benefit greatly from working in small groups or being supported one-to-one because they receive focused and individual attention. As a result, they achieve well, enjoy learning and respond well to teachers' praise and constructive criticism. In a secondary-aged lesson, pupils used ICT well to research different types of food used in

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barbeques in the countries involved in the football World Cup. They were then involved as a group and in pairs to discuss which dish would be appropriate for their end-of-year celebratory barbeque and whom they should invite. The following day, they visited a local superstore to purchase materials to help in the preparation of the food.

Although pupils' experience of physical activity is limited at Williams House, they do have a secure understanding of the importance of healthy lifestyles. They feel confident that there is an adult they can talk with should the need arise to discuss personal issues. Their good behaviour and friendly relationships with one another and the adults they work with reflect their improved attitudes to learning. This prepares them well for the next stage of their education.

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	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
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	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Teachers' planning generally meets pupils' needs well, as it is based on careful and continuous assessment of their previous learning in lessons. Teachers are adept at teaching mixed-aged groups and ensuring all are challenged in relation to their capabilities. However, on occasion, the variety of work for individual pupils' learning

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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programmes in a lesson is limited. ICT is used effectively to enhance teaching and enliven learning, and supports pupils' progress in all aspects of their work. A parent of a child taught at home commented, 'My child is home tutored by an outstanding teacher who is excellent in adapting his curriculum to best suit his needs'.

The curriculum is effective in supporting pupils' overall personal development, including aspects of their spiritual, moral, social and cultural development but its relatively narrow focus means that the curriculum is satisfactory rather than good. However, it is particularly good at Simmons House for secondary-aged pupils. Although pupils attend only on a part-time basis at Williams House, a range of enrichment activities contributes well to their progress and enjoyment. Trips and visits build pupils' confidence and self-esteem, particularly in relation to being part of a group and getting 'out-and-about'. These opportunities have particularly benefited students who have been school-phobic and others with medical conditions that have impacted on their personal development. Pupils' health, safety and well-being are at the forefront of the service's good ethos of care, guidance and support. Procedures for reducing absence have resulted in much improved attendance for many, while at the same time offering much positive reassurance to the many vulnerable pupils attending Williams House. The service has good support arrangements for transition and reintegration programmes for pupils.

These are the grades for the quality of provision

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

How effective are leadership and management?

The newly appointed head of service has provided stability of provision and the service is now well placed to build on current strengths and improve further. Staff have recognised that leadership since the last inspection has lacked robustness but they remain committed to working at the service. The service is effective in ensuring all are safe and have equality of opportunity, as it is in tackling racial discrimination, which results in a good ethos for inclusion and the good progress of all pupils. The newly constituted management committee is now developing its effectiveness in challenging and supporting the service's drive for sustained improvement and is starting to be more effective in ensuring that safeguarding and child protection procedures are of the highest quality. The service is aware of the need to extend community cohesion beyond the school and its locality.

These are the grades for leadership and management

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The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
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	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Only a limited amount of evidence was available during the inspection because very few children of this age are catered for at Williams House and there is no separate provision. Nevertheless, the service has appropriate facilities and resources to support progress towards the early learning goals. Provision is managed well and children's health, safety and well-being have a high profile. Staff have secure knowledge and expertise to provide for such young children and assess their needs. Progress made in the one lesson seen was good.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account: Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Sixth form

There is no separate sixth form provision as part of the service's remit. However, there are post-16 students who are in-patients or day visitors at Simmons House for morning education. All work in a mixed-age group. Attainment on entry is well below that of their peers in mainstream sixth forms because of their medical needs, personal circumstances

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and previous non-engagement in education. Students follow individual learning programmes which have been designed to meet the specific needs and capabilities of particularly vulnerable individuals. This enables students to make good progress in lessons towards their targets and rekindles their enthusiasm for learning. One student commented to the inspector, 'Education here has helped improve my confidence in groups and in group work'. All said that they appreciated the flexible approach of teachers in their work and the broad range of activities and challenge available for them. This was confirmed by the inspector during his visit to Simmons House. There is a strong focus on art, which has included visits to the National Gallery and a wide range of interesting practical activities. Those soon to be discharged from the hospital are being prepared very well for the next stage of their lives, including vocational education courses and volunteering work. Attendance varies, depending on clinical needs, and there is no unauthorised absence.

These are the grades for the sixth form

Overall effectiveness of the sixth form	2
Taking into account:	
Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2

Views of parents and carers

Although a few felt unable to answer some of the questions, most parents and carers who returned the questionnaires are very pleased with the service's provision. In particular, they believe that it keeps them well informed of the progress their children make, that teaching is good and the service deals effectively with unacceptable behaviour. All parents and carers say they are happy with their child's experience at the service. This inspection confirms their views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Williams House 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 inspector received 14 completed questionnaires by the end of the on-site inspection. In total, there are 48 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	7	50	5	36	2	14	0	0
The school keeps my child safe	10	71	2	14	0	0	0	0
The school informs me about my child's progress	7	50	7	50	0	0	0	0
My child is making enough progress at this school	7	50	4	29	1	7	0	0
The teaching is good at this school	9	64	5	36	0	0	0	0
The school helps me to support my child's learning	8	57	4	29	1	7	0	0
The school helps my child to have a healthy lifestyle	9	64	3	21	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)	6	43	4	29	1	7	0	0
The school meets my child's particular needs	7	50	5	36	1	7	0	0
The school deals effectively with unacceptable behaviour	6	43	4	29	0	0	0	0
The school takes account of my suggestions and concerns	8	57	4	29	1	7	0	0
The school is led and managed effectively	8	57	5	36	1	7	0	0
Overall, I am happy with my child's experience at this school	10	71	4	29	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



22 June 2010

Dear Pupils and Students

Inspection of Williams House, London, N22 5NR

I recently visited Williams House and Simmons House to see how well you are getting on and whether I could suggest anything to make things better. My judgements are based on the whole service and not provision at one particular site or the other. I was much impressed by the way all of you welcomed me into your lessons. I enjoyed meeting you and being able to have a formal chat with some of you. I was unable to see any of you being taught at home or in local libraries but I know you make good progress there in your learning. I have decided the service is satisfactory overall because:

- the newly appointed head of service and his two lead teachers have plans to make things even better for you
- your behaviour in lessons is good and you have good attitudes to learning
- you make good progress in your learning and personal development, particularly in terms of increasing your confidence and self-esteem
- the service works really well with lots of other professionals to help and support you to make this progress
- all staff care for you particularly well and make sure you are safe
- in lessons, teachers and other adults give you all the help and support they can.

I think the service could be even better and I have asked the head of service to:

- work with the management committee to ensure that policies are up to date and meet current requirements
- assess more accurately your attainments when you start so as to be able to monitor your progress more effectively
- broaden the curriculum at Williams House in order to provide a greater variety of courses and ease your integration into the next stage of your education.

Finally, I would like to wish all of you the very best for your future.

Yours sincerely

James Bowden

Lead inspector

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