

# Victoria Drive Primary Pupil Referral Unit

## Inspection report

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<b>Unique Reference Number</b>	132077
<b>Local Authority</b>	Wandsworth
<b>Inspection number</b>	341285
<b>Inspection dates</b>	8–9 July 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>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	64
<b>Appropriate authority</b>	The local authority
<b>Headteacher</b>	Trish Press
<b>Date of previous school inspection</b>	1 June 2007
<b>School address</b>	78 Victoria Drive Southfields SW19 6HR
<b>Telephone number</b>	020 8 780 2360
<b>Fax number</b>	020 8 789 9453
<b>Email address</b>	head@victoriapru.wandsworth.sch.uk

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## Introduction

This inspection was carried out by an additional inspector. He observed three lessons each taught by a different member of staff and looked at other evidence relating to the quality of learning. Meetings were held with the management committee, staff, pupils and other stakeholders. The inspector observed the unit's work and looked at its self-evaluation documentation, its policy documents, minutes of meetings held by the management committee, external reports, school publications and questionnaires returned by staff, pupils and four parents and carers.

He reviewed many aspects of the unit's work, looking in detail at the following:

- the extent to which leaders have been able to build on the many strengths identified at the last inspection
- the quality of teaching and learning and how well improvements are identified and then managed
- how effectively the curriculum is personalised to meet each pupil's own needs
- how well community cohesion is promoted.

## Information about the school

Victoria Drive Pupil Referral Unit (PRU) is part of the Primary Behaviour and Learning Support Service run by Wandsworth local authority. The PRU was a split site provision from September 1992 until May 2008, when the Elsley site in Battersea and the Ronald Ross site in Southfields amalgamated to become the Victoria Drive PRU located in Southfields.

Most pupils are boys and all are dual registered with their mainstream school. The number of pupils on roll varies throughout the academic year. Pupils have many different ethnic heritages, though most speak English as their first or main language. The main ethnic groups are White British, Black or Black British Caribbean or Black or Black British African. Pupils usually attend for two or three sessions per week. The percentage of pupils with special educational needs and/or disabilities is high, mostly associated with behavioural, emotional and social issues.

**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?**

**1**

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

**1**

### Main findings

Victoria Drive Primary Pupil Referral Unit is a most special service that offers outstanding education and care. It successfully helps young and often vulnerable pupils to change their lives. Most aspects of its work are outstanding, reflecting the strong leadership of the headteacher and the dedication and commitment of all staff. Morale is exceptionally high; staff work hard, ensuring that the pupils make outstanding progress in their school work, their personal development and their spiritual, moral, social and cultural development.

Pupils join the unit with histories of disturbed education and with exceedingly low levels of prior attainment, especially in terms of their literacy and numeracy development. Many face severe barriers to learning because of their behaviour and the difficulties they have in concentrating and forming relationships with their peers and teaching staff. In these highly exceptional circumstances, the progress pupils make in their education and in their social and emotional development is outstanding. The outcomes for all pupils, including the high number with special educational needs and/or disabilities, are far in excess of what might be expected given their starting points. These exceptional outcomes are enhanced by many aspects of the unit's work. These include excellent teaching and learning, assessment procedures that are detailed and thorough and cover all aspects of each pupil's well-being, and outstanding care, guidance and support. This is a service where every child really does matter. Education and care professionals, including many external agencies, work in unison to ensure excellent outcomes. Safeguarding arrangements are outstanding and considerable emphasis is placed on encouraging healthy lifestyles. This commitment is reflected in a partnership that has been forged with a fruit supplier who delivers fresh fruit at least twice weekly. Moreover, this is done free of charge.

Many other outstanding features are identifiable. The outstanding progress made by the pupils is because they are taught so well; many lessons are of excellent quality. Much emphasis is placed on developing skills in literacy, numeracy and information and communication technology (ICT). The progress pupils make in these areas is usually at least good and occasionally quite stunning given their low starting points. The curriculum is outstanding because it is personalised to meet individual needs. Though the unit's accommodation has been improved, it is still cramped and limits what can be offered, especially in terms of outdoor education. In these circumstances, curriculum planning has had to be creative and innovative and has involved considerable partnership work, including effective liaison with the pupils' home schools. The engagement of parents and carers is outstanding as is the effectiveness of work to promote equality of opportunity and tackle discrimination.

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The unit has successfully built on the good performance reported at the last inspection. Though accommodation is now better, further improvements are needed. Significant improvements have been made in the use of assessment data, including target setting and tracking; the quality of learning has developed further and the curriculum has been strengthened. These factors and the strengthening of partnerships with parents, the pupils' home schools and many other stakeholders and agencies have resulted in even stronger pupil outcomes. This record of sustained improvement amply illustrates the ambition and drive of the excellent staff team. Through rigorous self-evaluation, they know their strengths and areas for development and plan carefully to address these issues. This illustrates an outstanding capacity to improve further.

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

- Improve accommodation to ensure that present facilities are less cramped and that the provision for outdoor education is significantly extended.

**Outcomes for individuals and groups of pupils****1**

Pupils' behaviour is excellent and they respond very well to the challenges set. In lessons pupils make good, and often outstanding, progress because classrooms are settled, staff are prepared well and the pupils respond favourably to the set challenges. The work is enjoyed. This was clearly seen in a lesson where the pupils had made their own bread. This was the culmination of work on ancient Egypt. The pupils were proud of their baking, but they also showed considerable knowledge about the Egyptians and how they lived their lives. Pupils join the unit often with very low levels of prior attainment and self-esteem. Data clearly show that during their placements at Victoria Drive their attainment improves considerably and they are far better equipped emotionally and socially to cope with the demands of mainstream school when they resume full-time mainstream schooling.

Responsibility and enjoyment are actively encouraged. A sensitive reward system encourages the pupils to behave well, but they are also given scope to reflect on their actions and how others might be affected. Teachers and teaching assistants work extremely well together to ensure that pupils enjoy their work and exercise responsibility. Pupils are encouraged to pursue healthy lifestyles. The provision of free fruit is a significant bonus and the small outdoor area is used well for physical activity, though its size greatly restricts what can be offered. Liaison with the pupils' home schools also ensures provision is made for healthy lifestyles.

Future economic well-being is fostered well. Attendance is very high and considerable attention is placed on fostering the pupils' skills in literacy and numeracy. Given their low starting points, improvements, especially in listening and reading, are frequently impressive, with some pupils being close to national average expectations. Much thoughtful work is done to ensure outstanding spiritual, moral, social and cultural development. The classroom displays on modern warfare, with an emphasis on how young children in countries as diverse as Angola, Afghanistan and Croatia have suffered

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in recent wars, were both moving and humbling. The pupils' own accounts of how children have suffered from landmines were poignant.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</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>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

### How effective is the provision?

Lessons are interesting and succeed in engaging and motivating the pupils. Their learning is outstanding because they are consistently very well taught by staff who have excellent knowledge and understanding of each pupil's needs. This was seen in a Key Stage 1 reading lesson where pupils were encouraged to read aloud to the teacher and the teaching assistant. The reading tasks were appropriately tailored to meet individual need and all read well and with accuracy. The curriculum is outstanding. Pupils enjoy following programmes that have been carefully developed in liaison with their home schools. Such carefully planning, allied to detailed assessment and tracking procedures, ensures that individual needs are catered for properly.

The unit provides an outstanding, caring and supportive environment. There are excellent trusting relationships with parents and carers. The individual needs of all pupils have high priority. Families and carers, even from difficult to reach groups, are fully

<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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involved in their child's education and care. The school's outstanding work with an array of agencies, and with the pupils' home schools, further enhances the pupils' learning, confidence and social well-being; as one primary school headteacher succinctly commented, 'Victoria Drive changes lives!'

*These are the grades for the quality of provision*

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

### **How effective are leadership and management?**

The exceptional leadership of the headteacher, plus the committed and dedicated support of all staff, results in a clear focus on successfully driving improvement. All staff are ambitious for success and are fully committed and involved in securing improvements. The beneficial working partnerships with many agencies help to secure excellent and individualised programmes for education and social care and successfully promote outstanding learning and personal well-being.

Safeguarding procedures are outstanding. The detailed risk assessments are thorough and all appropriate policies are in place and monitored. There is a passionate determination to ensure that every pupil enjoys an appropriate education in a safe setting. The management committee has undergone some recent changes, but they are keen to increase their involvement. They realise the many strengths of the service and are keen to cement their role as true critical friends.

Pupils make outstanding progress because the management of teaching and learning is focused on raising attainment. This is witnessed by the strides that have been made in target setting and then monitoring the progress made by every pupil. An emphasis on respect, rights, boosting confidence, self-esteem and encouraging responsibility underpins much of its work. The fact that young pupils who have already faced complex issues in their short lives can return to mainstream education and meet with success illustrates the excellent contribution that is made to the promotion of equality and tackling discrimination. Pupils are able to return to their home schools with confidence because their work has improved so much. Good efforts have been made to promote community cohesion. The pupils make a good contribution to their own community and the work done in many subjects on themes such as the Egyptians and children in warfare is promoting cultural and international understanding.

*These are the grades for leadership and management*

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<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	1
<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>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<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>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Views of parents and carers

A very small number of parents and carers replied to the inspection questionnaire. Few written comments were received. As the table below shows, all replies were positive and agreed with the inspector's own judgements about the outstanding education and care provided. The service conducts its own surveys of parents and carers. Far more responses are received and the information gleaned through this source helps the service to plan and fine-tune its provision. The service's own surveys also report extremely high levels of satisfaction.



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

Ofsted invited all the registered parents and carers of pupils registered at Victoria Drive Primary 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 inspector received four completed questionnaires by the end of the on-site inspection. In total, there are 64 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	3	75	1	25	0	0	0	0
The school keeps my child safe	4	100	0	0	0	0	0	0
The school informs me about my child's progress	4	100	0	0	0	0	0	0
My child is making enough progress at this school	1	25	3	75	0	0	0	0
The teaching is good at this school	4	100	0	0	0	0	0	0
The school helps me to support my child's learning	3	75	1	25	0	0	0	0
The school helps my child to have a healthy lifestyle	3	75	1	25	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)	2	50	1	25	0	0	0	0
The school meets my child's particular needs	4	100	0	0	0	0	0	0
The school deals effectively with unacceptable behaviour	3	75	1	25	0	0	0	0
The school takes account of my suggestions and concerns	3	75	1	25	0	0	0	0
The school is led and managed effectively	4	100	0	0	0	0	0	0
Overall, I am happy with my child's experience at this school	3	75	0	0	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](http://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"> <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.**



12 July 2010

Dear Pupils

Inspection of Victoria Drive Primary Pupil Referral Unit, London, SW19 6HR

Thank you for making me so welcome during my recent visit. I have fond memories of meeting and talking with you and seeing your work. I am impressed with what you are doing. You told me about the high quality education you receive and I am pleased to say that I agree with you. The education and care you receive are really special; they are outstanding. You make excellent strides in your learning and personal development. The staff help you to do this but you help by your positive attitudes, your excellent behaviour, your outstanding attendance and your enthusiasm. There are so many aspects of Victoria Drive that are superb. This is because you have an incredible headteacher and a fantastic staff who all want you to do well and who help you overcome your difficulties. You benefit from excellent teaching, an excellent curriculum and outstanding care, guidance and support.

So much impressed me and there are so many exciting things I will remember. I was especially impressed by your sensitive work on modern warfare and how you have highlighted the plight of children of your age who have suffered horrific injuries from landmines. I will also remember your work on the Egyptians and the bread you made. Thank you for the strawberry jam sandwich you made me; it was delicious! I am impressed with how tidy and attractive your classrooms are, but your buildings are cramped and your outdoor facilities are far too small. I have recommended in my report that further improvements are made to your accommodation.

Thank you again for making me so welcome. I enjoyed meeting you and would like to wish you every success in your work. I hope that those of you joining new schools in September have a smashing time.

Yours sincerely

Bill Stoneham

Lead inspector

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