
CHALLENGE PARTNERS: Quality Assurance Review Written Report

Name of School:	The Latimer Education Centre
School Address:	194 Freston Road, London W10 6TT

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Hub School:	Woodfield

Unique Reference Number:	100476
Local Authority:	Kensington and Chelsea
Type of School:	Pupil referral unit
School Category:	Pupil referral unit – part of TBAT
Age range of pupils:	11-16
Number on roll:	29
Executive Headteacher:	Seamus Oates
Head of School:	Tony Meehan

Date of last OfSTED inspection:	January 2011
Grade at last OfSTED inspection:	3

Date of Quality Assurance Review:	11-12 December 2012
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QUALITY ASSURANCE REVIEW – SUMMARY OF JUDGEMENTS

Achievement:	Good
Quality of Teaching:	Good
School Improvement Strategies:	Good
Area of Excellent Practice: KS4 curriculum in PRUs	Confirmed
Impact on Challenge Partnership:	Not yet engaged with schools in Challenge Partners

Overall Review Evaluation

The Quality Assurance Review found indicators that The Latimer Education Centre appears to have moved beyond the Satisfactory grade as judged by Ofsted in the school's previous Ofsted report in January 2011 and is just within the Good category.

Information about the school

The Latimer Education Centre is a pupil referral unit which is part of a Tri-borough partnership (TBAP) working with learners from across the three boroughs who experience difficulty with mainstream school. It admits permanently excluded students, a few of which have a statement of special educational needs for behaviour, social and emotional difficulties. Students stay at the centre for varying amounts of time – the stated aim of the centre is to prepare students for re-integration back into mainstream education. Several of the students, however, have been at the centre for several years and will stay until they leave at the end of KS4.

Achievement

Students join LEC with attainment that is generally low, due to the impact of their social, behavioural and emotional difficulties. However, in 2012, 100% of students achieved at least 1 GCSE or equivalent at the end of KS4. These results were above those of similar institutions, with, for example 40% of students achieving 5+ GCSE or equivalents. The 2012 cohort presented particularly challenging needs and behaviours and the 'Strategy for Success' provided good support to enable the students to achieve as well as they did.

A new system for recording and tracking students' progress has been established although school leaders are yet to be fully confident in its use. Despite the difficulties of evaluating data with small numbers of students and high mobility, the school recognises the need to now track the achievement of different groups over time to identify any possible trends.

Students' work demonstrates good progress – examples of English work, for example, clearly show several students making at least 1 sub level of progress this term. This good progress is also evident in maths and science books.

There is a good range of therapeutic interventions for students – for example, all students are offered music therapy. These interventions are considered to be successful by the centre, although their impact is not yet tightly linked to academic achievement.

Quality of teaching

The Ofsted inspection in January 2011 found teaching to be satisfactory overall. During the review the team observed just 5 lessons but 4 of these were good or outstanding. It is important to note that the review team validated the judgements of the school during the review. The school judges that the quality of teaching at the LEC is good overall and the evidence during the review supports this judgement. Several strengths in teaching emerged, including:

- Excellent relationships between adults and students – this is creating a secure environment in which vulnerable youngsters can feel safe.
- A positive learning environment with students mostly showing good attitudes.
- Clear systems and expectations so that when low level misbehaviour does occur, it is not disruptive to the learning of others'. Staff manage behaviour well – often with humour so that incidents are quickly dealt with.

In the best lessons, support staff play a significant role in securing good learning.

- Students' books show that there is good learning over time. Books are well presented and show that students have pride in what they do. Leaders' focus on improving the quality of marking is resulting in a more consistent approach by all staff.
- Teachers know the students well and match activities to the needs of individuals.
- Where differentiation is effective, teachers' questioning is well targeted with students engaging well in the learning.
- All opportunities are taken to promote learning – for example, following the evacuation of the building after the fire alarm was activated, students reluctant to return were engaged well in a discussion about citizenship.

Where teaching is not yet consistently good, the school needs to ensure that:

- teachers check students' understanding frequently through the lesson and adapt the activities quickly if needed
- teachers are flexible in the management of a lesson – 'chunking' the learning, rather than sticking to a 3-part lesson.

It would also be helpful if teachers had a context and data sheet, providing information about their students.

School Improvement Strategies

As part of the TBAP, there is a clearly articulated overall vision and improvement plan. The LEC has its own development plan, translating the vision into its own setting. However, although this is in place, the school needs to become more familiar with its contents in order that it demonstrates ownership and commitment to it. The improvement in the quality of teaching since the previous Ofsted inspection is the result of a clear focus on the professional development of staff. The Director of Learning has worked closely with staff, modelling good practice and, together with the headteacher, outlining clear expectations of achievement and behaviour so that standards continue to rise. CPD is linked closely to the appraisal system, performance management and the TBAC development plan. In particular, underperforming teachers in school at the time of the previous inspection have moved on or taken part in a programme of coaching to improve their practice. Further coaching is now taking place to move all teachers' practice to good or better. The school recognises that by being part of the TBAP, there are further opportunities to raise the quality of teaching.

A main thrust of school improvement over the last 2 years has been to change the culture within the provision, especially in staff's attitudes to behaviour management. This has been particularly successful. Every day rules and boundaries are now in place and are mostly respected. Basic rules, such as not using mobile phones and wearing the correct uniform are now firmly in place. Furthermore, the focus of staff is now on teaching and learning, rather than predominantly on



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managing behaviour. A small minority of pupils, who struggle to comply with the LEC behaviour policy, are managed off-site and are integrated back into the centre on a phased timetable.

Systems to manage learning, for example, the use of Bluewave Swift and SIMS are being introduced but are not yet contributing well enough to school leadership and management. Technical difficulties hinder this and leaders need to demonstrate faith that the systems will, indeed, support the centre's continuing development.

Securing high levels of attendance is central to the school's policy of building relationships with students and their families or carers and although the school no longer has an EWO, it has employed a social worker who tracks behaviour and attendance. The 'Strategy for Success' programme, which includes providing breakfast, collecting students from home in taxis, chasing students with phone calls and texts, has been successful. The result can be seen in the end of Key Stage 4 results where students at LEC performed at a higher level than students in similar settings.

Quality of Area of Excellent Practice

Developing a KS4 curriculum in a PRU

The school has been very proactive in commissioning courses at a number of colleges to personalise the students' vocational learning and meet the individual needs of students at an appropriate level. Intensive support is given to students to ensure that they are aware of all their options. The support provided includes information sessions, taking students to visit a college and arranging taster days, journey planning and travelling with the students as well as working closely with families, carers and key workers. Some key aspects of the provision include:

- All students take a short course GCSE Preparation for Working Life and participate in a 2 week work placement.
- Year 10 students study for a Level 1 vocational course at the local college (Maxilla Centre): Construction Skills, Child Care, Hair and Beauty or Creative Media. The school is in discussion with the centre to provide additional options at different levels for the students in Year 11 to ensure progression.
- The school is exploring delivering some Level 1 vocational courses in house and is working with colleges so that a wider choice of courses can be offered.
- A range of courses, at an appropriate level, have been commissioned by the school, to meet the individual needs of the Year 11 students, including Level 2 Performing Arts and Business Enterprise at Ealing, Hammersmith and West London College.
- Students meet with the Extended Learning Support Officer to write a personalised action plan for post 16 (further education or employment), based on their interests and current level of achievement.
- Year 11 students are supported through the transition from school to college or work, by the Extended Learning and Support Officer and Connexions Adviser. When students



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officially leave school in June, a 6 week programme is put in place by the school to ensure that the students are prepared for college, interviews and work and do not become NEET.

- The school continues to support and track students post 16 and report on their destinations.

It would now be even better if the school had a clear and cohesive policy document regarding vocational studies and transition at post 16 to ensure consistency.

Quality of Impact on Challenge Partnership

The Latimer Education Centre is new to the Challenge Partnership and so its impact is as yet unclear. However, all staff contributed positively to professional discussion during the review. It is apparent that there is a commitment to working in partnership to improve outcomes for students.

This Review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.

*OLEVI
June 2011*