

# Haringey Pupil Referral Unit

Commerce Road, Wood Green, London, N22 8DZ

**Inspection dates** 11–12 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Inadequate</b>	<b>4</b>
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Inadequate	4
Leadership and management		Inadequate	4

## Summary of key findings for parents and pupils

### This is a school that requires special measures.

- Pupils in Key Stages 3 and 4 do not make progress quickly enough, particularly in English and mathematics. Girls often make slower progress than boys. Pupils' progress varies considerably in other subjects.
- The quality of teaching for pupils in Key Stages 3 and 4 is inadequate. Teachers do not have high enough expectations of what pupils can achieve. They do not give pupils work that is matched to their abilities. Information about what pupils already know is not used effectively when planning lessons.
- Pupils do not attend school regularly enough. Some pupils are away too much without permission. Actions taken by the school to increase pupils' attendance have not been effective enough.
- The range of subjects and courses offered to pupils of secondary age does not consistently motivate them to attend and succeed.
- The unbalanced allocation of responsibilities of school leaders, together with staff absence and vacancies, has prevented careful checking of the quality of teaching and pupils' progress. Performance management systems have only recently been established.
- Leaders have not ensured that the school has improved quickly enough since the previous inspection. Recent changes to systems for checking progress have not yet led to sustained improvement in pupils' achievement.
- The management committee and the interim executive board have not done enough to secure rapid improvement in pupils' progress.

### The school has the following strengths

- Pupils make good progress in Key Stages 1 and 2, often making twice the expected amount of progress in acquiring basic skills in English and mathematics.
- The quality of teaching in Key Stages 1 and 2 is good. Teachers use their good understanding of pupils' needs to plan and deliver lessons which speed up learning.
- The behaviour of pupils in Key Stages 1 and 2 is good. Pupils respond well to teachers and additional adults showing them the right way to behave in lessons and social situations.
- Leadership of the primary site is good.
- School leaders have ensured that pupils in all years feel safe while attending school or alternative provision.

## Information about this inspection

- Inspectors, together with the interim headteacher and head of centre, observed teaching and learning in 11 lessons, taught by 11 teachers or appropriately qualified support staff. Teaching was observed on both of the sites.
- One inspector also visited three organisations as a sample of the alternative provision used by the PRU to check basic safety requirements and see lessons in progress.
- Pupils and school leaders met with the inspectors to discuss the school's work.
- Inspectors met with representatives of the interim executive board (IEB), who are responsible for the school's governance, and a representative of the local authority.
- Inspectors looked carefully at a range of documents including the school's tracking of pupils' progress, the school's checks on how well it is doing and development plans, the local authority's action plan and minutes of meetings held by the management committee and IEB.
- The inspectors were not able to consider the views of parents provided through the Parent View website because there were too few responses. The secondary provision has not recently carried out a survey of parents' views.

## Inspection team

Jon Carter, Lead inspector

Additional Inspector

Kate Robertson

Additional Inspector

## Full report

*In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.*

### Information about this school

- Haringey Pupil Referral Unit (PRU) is based on two separate sites. The site in Muswell Hill is for pupils of primary school age (those in Key Stages 1 and 2). The Octagon site in Wood Green is for pupils of secondary school age (those in Key Stages 3 and 4). Pupils on roll have often been excluded from mainstream school and have a history of disrupted education. Local authority committees also refer pupils to the PRU where they feel those pupils will benefit from the support it can provide.
- The local authority is responsible for the overall leadership and management of the PRU. Each site has a separate leadership team. The primary site is led by a permanent head of centre. The secondary site is led by an interim headteacher who has held this post since April 2012.
- Following an internal review of the provision at the Octagon site in July 2012, the local authority used its powers of intervention in September 2012 to disband the PRU's management committee and put an interim executive board in place to be responsible for the PRU's governance.
- At the time of the inspection, the post of head of service had been vacant for approximately one month. This position has recently been filled on an interim basis by an external consultant who is now responsible for managing the headteachers on each of the two sites in addition to having other responsibilities in the local authority.
- The secondary site uses alternative provision from Barnet and Southgate College, The College of Haringey, Enfield and North East London, Education2Day, Footsteps Sports Academy and Footsteps Football Academy to provide education for some pupils in Years 9 to 11.
- There are three times as many boys as girls on roll at the school.
- Most pupils have special educational needs. Around a quarter of pupils have a statement of special educational needs. The main needs of pupils are behavioural, emotional and social difficulties, autistic spectrum disorders, speech, language and communication needs and specific learning difficulties.
- The proportion of pupils known to be supported by the pupil premium, which is additional funding for looked after children, pupils known to be eligible for free school meals and children of service families, is broadly average.
- Pupils come from a diverse range of ethnic backgrounds. The largest groups in the PRU come from Black Caribbean or White British backgrounds.

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

- Improve the quality of teaching for pupils in Key Stages 3 and 4, by ensuring that teachers:
  - maintain full and accurate records of pupils' progress in English and mathematics as well as the skills, knowledge and understanding required in other subjects
  - use accurate information about pupils' learning and progress to plan and teach lessons which are set at the right level for each pupil
  - consistently teach lessons which are well paced and communicate high expectations of pupils' behaviour and work
  - provide clear guidance about what pupils need to do to improve through regular marking.

- Urgently improve the effectiveness of leaders, managers and governors, by ensuring that:
  - the leadership structure of the school is reviewed and changed so that school leaders have clear and appropriate responsibilities and so that permanent staff can be appointed quickly
  - pupils' progress in basic English and mathematics is checked regularly from the time pupils join the school so that those at risk of underachievement can be identified and supported
  - weaknesses in teaching are accurately identified through frequent and rigorous checking and that swift, decisive action is taken to secure rapid improvement
  - pay increases are linked to teachers' performance.
- Improve the achievement of pupils in Key Stages 3 and 4 by:
  - speeding up progress in English and mathematics, especially for girls
  - providing effective programmes to improve pupils' basic literacy skills, using the information gathered on entry about their reading, writing and spelling skills
  - giving pupils more opportunities to use and apply mathematics to solve real-life problems
  - ensuring that pupils are given work which is relevant to their strengths and interests to secure and improve their motivation and progress
  - ensuring that teachers and additional adults promote regular opportunities for pupils to develop the skills needed for independent learning.
- Improve pupils' attendance, particularly in the secondary provision, by ensuring that:
  - school leaders devise and implement clear strategies to improve attendance across the school
  - individualised action is taken to improve the attendance of persistent absentees to at least 85%
  - the courses and opportunities offered to pupils in Key Stages 3 or 4, whether based on the school site or in alternative provision, closely match their needs, interests and aspirations.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Newly qualified teachers may not be appointed to posts in the secondary provision.

## Inspection judgements

### The achievement of pupils

### is inadequate

- Pupils in Key Stages 3 and 4 make inadequate progress as a result of ineffective teaching and poor attendance. In English lessons, pupils do not develop important skills that help them become more independent learners. For example, pupils do not use the sounds that letters make to help them spell difficult words and they do not use dictionaries to find the meaning of unfamiliar words. In mathematics lessons, pupils do not routinely use and apply mathematical skills to solve real-life problems.
- Pupils' engagement and progress in other subjects in Key Stages 3 and 4 vary considerably. Learning is often not made relevant to pupils' needs and aspirations. As a result, some pupils are not motivated, choose not to attend lessons and make no progress. For those that do attend, the pace of learning is slow. Therefore, the school is not promoting equality of opportunity effectively.
- Where teachers motivate pupils and follow established procedures, pupils enjoy lessons. For example, in a sports science lesson, the prospect of participating in a competition gave pupils the necessary enthusiasm to participate fully.
- Pupils' attainment when they are first referred to the school is usually lower than average because pupils have experienced significant disruption to their education, often due to behavioural difficulties and exclusion from mainstream school.
- Just over half of Year 11 pupils entered GCSE examinations at the end of the last school year in English, mathematics and art. Pupils' attainment at the end of Key Stage 4 is too low because pupils do not make sufficient progress at the school to make up for the learning they have missed through exclusion and absence.
- Pupils' reading and literacy skills develop too slowly in Key Stages 3 and 4. The school does not use the assessment information it gathers at the beginning of a pupil's placement to provide individualised programmes to improve pupils' literacy or to track the progress that is made.
- Although there are no specific strategies provided to support pupils in Key Stage 3 who are entitled to support through the pupil premium, as a group they make slightly better progress than their peers in both English and mathematics. However, since their progress is still inadequate, gaps in achievement with other groups nationally are not closing. Pupils from different ethnic backgrounds make broadly similar progress. However, boys make better progress than girls in most year groups.
- The progress of pupils in alternative provision placements is difficult to judge because the monitoring by the PRU and its tracking systems are under-developed. However, pupils engage particularly well with learning where participation in sport is an incentive for working in lessons.
- Good teaching in the primary section means that pupils in Key Stages 1 and 2 usually make good progress in a range of subjects, particularly reading, mathematics and science. Younger pupils use the sounds that letters make to work out how to read unfamiliar words. Older pupils develop good resilience and do not give up when at first they get an answer wrong in mathematics. Pupils are well equipped to transfer back to mainstream schools, which usually happens within a few terms.

### The quality of teaching

### is inadequate

- There is a sharp disparity in the quality of teaching between the primary and secondary sites. The quality of teaching in Key Stages 3 and 4 is inadequate. The secondary teachers do not have sufficiently high expectations of pupils' learning and progress. The pace of learning in lessons is too slow. Pupils are given tasks with no indication of how long they should take.
- Secondary teachers' records of their assessments of pupils' skills, knowledge and understanding are not comprehensive or detailed enough. They do not make it possible to identify clearly the next steps each individual pupil needs to take to improve. Teachers' records do not enable

pupils' progress in developing literacy and numeracy skills to be tracked from their starting points when they joined the school.

- Teachers' lesson plans in Key Stages 3 and 4 do not take enough account of what pupils already know, understand and can do. Learning tasks are not planned to match pupils' individual needs and abilities. Pupils are often not motivated because the work they are asked to do is too easy and undemanding. This leads to disengagement and poor behaviour in some lessons.
- Secondary pupils' independent learning skills do not improve well because teachers and additional adults in the classroom often do too much of their work for them. For example, instead of encouraging a pupil to use a dictionary to look up an unfamiliar word, the teacher corrected their wrong answer immediately.
- Verbal feedback from teachers and additional adults, and the discussions they have with pupils are usually effective in helping pupils improve their learning. However, the marking of pupils' work in Key Stages 3 and 4 rarely provides good quality guidance about what pupils need to do to improve or examples of how to do it.
- The quality of teaching in Key Stages 1 and 2 is good. Teachers conduct their own assessments of pupils' skills, knowledge and understanding so that they have a comprehensive view of the next steps pupils need to take in their learning. Their planning takes good account of this accurate assessment information as well as the advice of other professionals from services specialising in speech and language therapy and mental health.

### **The behaviour and safety of pupils are inadequate**

- Pupils do not attend school regularly enough. Most pupils of secondary age are persistently absent and many are away more than they are present. Their very poor attendance is having a significant and detrimental impact on their learning and progress as well as their safety. The attendance of primary pupils is nowhere near as poor, but is also below average, partly due to transport problems. Some, but not all pupils who attend alternative provision often improve their attendance.
- The behaviour of pupils at the secondary site requires improvement. In lessons, not all teachers use consistent techniques to manage behaviour. The low expectations of some teachers do not communicate a positive message to pupils. Some older pupils feel that they do not get enough support with the specific behaviour difficulties that resulted in their referral to the school.
- The behaviour of pupils in Key Stages 1 and 2 is good. Teachers and additional adults are good role models and continuously show pupils what good behaviour looks like. Pupils' conversations with teachers constantly reinforce positive behaviour. As a result, pupils make rapid progress in improving their attitudes to learning which helps them to eventually return to mainstream school successfully.
- Pupils on both sites say they feel safe. Pupils at the secondary site report that this situation has improved over the past year. The police have a regular presence within the school to help promote positive relationships and deliver training as part of the school's enrichment programme. Pupils in Key Stages 1 and 2 recognise that bullying can, and does, occur within the school. Leaders currently have a specific focus on addressing this issue.

### **The leadership and management are inadequate**

- Leaders and managers, together with those responsible for governance, have allowed the secondary provision to decline since the previous inspection. Little progress has been made in tackling the major problems at the secondary site that have been evident for at least a year. Teaching remains inadequate, attendance is very low and pupils continue to underachieve.
- Although the local authority now fully recognises the seriousness of the situation, it has also been slow to act. For example, following identification of issues by the then head of service and interim headteacher, the local authority waited two months before conducting a full review of the provision in July 2012. It responded by appointing an interim executive board in place of the

management committee. A year on from the review, serious problems remain.

- Significant, recent changes in the school's leadership team have led to vacant posts remaining unfilled and ineffective sharing of key responsibilities. This has placed excessive demands on the interim headteacher who has not had the quality of support he has needed to drive forward change within the secondary site as quickly and successfully as possible. The current leadership structure of the secondary provision is not fit for purpose. For example, despite very low attendance rates, responsibility for improving attendance has not been delegated to an appropriate school leader.
- The interim headteacher has put in place a number of changes to school systems, including more frequent checks on teaching and pupils' progress, additional training and proper performance management procedures. The changes are important because too many teachers who are paid on the upper pay spine are not teaching high quality lessons or contributing significantly to school leadership and improvement. Some teachers have shown positive attitudes and a commitment to their improvement, but the interim headteacher has not received the full support of all staff. As a result, the impact of these changes on improving pupils' learning and progress is limited and recent.
- Improvements to the school's systems for tracking progress mean that staff now have a limited indication of whether pupils are moving forward in their learning. However, tracking systems still do not allow school leaders to judge whether the progress made by pupils attending alternative provision compares well with national expectations.
- Very recently, the local authority has engaged an experienced consultant to take on the responsibilities of head of service and to lead the changes needed to secure rapid improvement. Plans for action have been made within the past few weeks but have had no impact so far as they have not yet been implemented.
- Although some aspects of the curriculum are not wholly effective in motivating pupils to attend and learn, there are some innovative opportunities available for pupils. For example, their spiritual, moral, social and cultural development is supported through musical production activities with a national organisation and mini-enterprise activities that bring pupils into contact with the public when selling items they have made in school. A few pupils have gained vocational qualifications in business or information and communication technology.
- The leadership of the primary provision is good. The head of centre and his team have a thorough understanding of its strengths and weaknesses. Action has been taken successfully to make and sustain improvements. The range of experiences offered to pupils, including outdoor learning and frequent use of information and communication technology by pupils in the classroom, is well matched to the ways in which they prefer to learn. The parents of pupils in the primary provision are positive about their children's education and are confident in leadership and management.
- Arrangements for safeguarding pupils meet current requirements.
- **The governance of the school:**
  - The management committee, and subsequently the interim executive board, have been aware of the issues at the school and have contributed to strategic plans for improvement. The formation of the interim executive board has successfully increased the engagement of local secondary school headteachers. However, they have not challenged school leaders rigorously about inadequacies in pupils' progress and, as a result the impact of their contribution is limited. They do not check that pupil premium funding is specifically helping those pupils for whom it is intended. They have not yet taken action to ensure that teachers' salary progression is linked to their performance.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	102075
<b>Local authority</b>	Haringey
<b>Inspection number</b>	400528

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

<b>Type of school</b>	Pupil referral unit
<b>School category</b>	Pupil referral unit
<b>Age range of pupils</b>	5–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	95
<b>Appropriate authority</b>	Interim executive board
<b>Chair</b>	Andy Beckett
<b>Headteacher</b>	Jon Ascot, Interim Headteacher - secondary site Martin Okasili, Head of Centre - primary site
<b>Date of previous school inspection</b>	10–11 November 2009
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