

Summerhouse Primary Pupil Referral Unit

Inspection report

Unique reference number	133590
Local authority	Southwark
Inspection number	381518
Inspection dates	1–2 March 2012
Lead inspector	Robert Ellis HMI

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	31
Appropriate authority	The local authority
Headteacher	Pauline Sacre
Date of previous school inspection	19 June 2009
School address	Goodrich Road London SE22 0EP
Telephone number	020 8693 2592
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Age group	5–11
Inspection date(s)	1–2 March 2012
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Introduction

Inspection team

Robert Ellis

Her Majesty's Inspector

This inspection was carried out with two days' notice. The Inspector observed teaching and learning in 10 lessons taught by seven different teachers. He held discussions with groups of pupils, staff and a representative from the local authority. Telephone discussions were held with headteachers from local schools, parents and carers and the chair of the management committee. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the unit's work, and looked at development plans, the unit's tracking data showing pupils' progress, teachers' lesson plans and pupils' work. In addition, the inspector analysed the questionnaire responses of six parents and carers, 16 staff and 10 pupils, and took their views into account.

Information about the school

Summerhouse is a smaller than average pupil referral unit that provides for pupils who have been excluded or are at risk of exclusion. Most pupils have part-time placements for two days each week for two terms. Individual programmes including home tuition may be provided if appropriate. Pupils remain on the roll of the mainstream school that referred them while they attend the unit. The pupil population changes throughout the year and may include disabled pupils and those who have special educational needs, including some that have statements of special educational needs. Where pupils have been permanently excluded or where they have disabilities or special educational needs, the unit facilitates re-integration in to alternative placements. Most pupils have behavioural, emotional and social difficulties. Around one third of pupils are White British and the remainder come from diverse minority ethnic heritages. Currently, a small number of pupils are at the early stages of learning English as an additional language. The proportion of pupils known to be eligible for free school meals is above the national average. The total number of pupils attending the unit at any one time is small.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	1

Key findings

- This is a good pupil referral unit. It is improving rapidly because of outstanding leadership. Pupils make good progress in relation to their starting points and abilities. They come to enjoy learning and have productive relationships with the adults they work with. Most pupils are quickly and successfully re-integrated back in to mainstream schools. Pupils attend regularly on the days when they are required to be at the unit. However, the unit does not have secure data relating to their attendance on the days when they are at their mainstream schools. Despite some aspects of its work being outstanding, the unit is not outstanding overall because teaching and pupils’ achievement are good rather than outstanding.
- Teaching is typically good and the proportion that is outstanding is increasing rapidly. The unit provides excellent individual support for pupils who have barriers to learning as a result of their attitudes or behaviours. Lessons provide pupils with memorable experiences and help to develop their self-esteem.
- The core purpose of the unit is to challenge and support pupils to improve their behaviour, which it does extremely well. Consequently, behaviour in lessons and around the school is generally good and the unit is usually a calm and orderly place. Inappropriate behaviour is managed skilfully so that little learning time is lost. Pupils say they feel safe. The unit has very effective arrangements for ensuring pupils are safe and recognise and respond appropriately to risks pupils might encounter. Although the unit tracks improvements to pupils’ attitudes and behaviour while they attend the unit it does not rigorously evaluate the long-term impact of its teaching and provision on pupils’ learning after they have left.
- The unit is led and managed outstandingly well. The headteacher has an ambitious vision for the unit which is shared by all staff. Development plans are based on accurate monitoring and evaluation of all aspects of the unit’s work. Teaching and performance are managed very well and teachers are enabled to develop their practice. The curriculum meets pupils’ needs well and their spiritual, moral, social and cultural development is promoted strongly. Pupils are cared for well and the unit has developed excellent productive partnerships,

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including those with parents and carers, to support pupils' learning and development.

What does the school need to do to improve further?

- Evaluate how well pupils are progressing academically in their placements and use the information gathered to develop teaching and learning strategies that will help these and subsequent pupils make outstanding progress.
- Monitor the attendance of pupils on days when they do not attend the unit.

Main report

Achievement of pupils

Pupils' achievement is good because their progress accelerates in the short time while they attend the unit and they begin to make up lost ground. Admission arrangements mean that, because of the nature of learners' previous barriers to learning, their initial attainment is likely to be below the average for all pupils nationally. As a result of the very good guidance and support they receive, some pupils are now making better progress than similar pupils nationally. Pupils, including those from diverse minority ethnic backgrounds and those at an early stage of learning to speak English, make good progress in developing their reading, writing and communication skills and particularly good progress in mathematics. The core purpose of the unit is to challenge and support pupils to improve their behaviour and attitudes to learning. It does this particularly well and all pupils make rapid strides in their personal development. Most are successfully re-integrated back in to mainstream schools or are enabled to move on to alternative provision. One group of pupils were observed participating enthusiastically in a drama lesson that helped them explore their feelings and how they might react to different situations. This makes a helpful contribution to pupils' good spiritual, moral, social and cultural development.

Almost all parents and carers who responded to the inspection questionnaire felt that their children made good progress while they attended the unit. The inspection findings endorse this view.

Quality of teaching

Teaching is typically good. The unit is committed to improving the quality of teaching and teachers have access to good quality professional development and frequent opportunities to share best practice. This is ensuring that teaching has even greater impact on pupils' learning and development. Most teaching seen during the inspection was good and over half was good with outstanding features, with a small

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proportion that was outstanding. Discussion with pupils and scrutiny of their work indicate that this is typical of the quality of teaching over time. Teachers have high expectations of what the pupils in their classes can achieve and how they should behave and relate to each other. Teachers know the pupils very well and skilfully manage any challenging behaviour so that any interruption to learning is minimised.

Most lessons are delivered at a brisk pace and teachers question skilfully to identify what pupils understand and whether they are ready to move on or need more help. Other adults in the classroom provide good support and ensure that pupils stay engaged with their work. Teachers use their knowledge of pupils' interests to provide them with a good range of different activities that engage and interest them. The curriculum is well planned. There is a strong focus in lessons on developing pupils' literacy and numeracy skills and enabling them to communicate effectively. There are good opportunities for pupils to use and apply their skills through practical activities across the curriculum. Lessons and other learning activities provide excellent opportunities for pupils to develop their personal and social skills and discuss issues that affect them. This makes a strong contribution to pupils' outstanding spiritual, moral, social and cultural development.

Teachers work closely with mainstream schools so that they have information about pupils' prior learning. Skilful use of assessment information ensures that tasks and activities are pitched at the right level so that pupils are challenged but have the opportunity to achieve success. During lessons, teachers provide good oral feedback that helps pupils know what they need to do to improve their work and make better progress. Pupils are given opportunities to review their progress towards their individual targets and to develop greater independence.

Pupils' progress is reviewed frequently and systematically and staff work together closely so that they can collaborate to provide support for pupils who may need additional specialist support. All parents and carers who responded to the inspection questionnaire felt that their children are taught well and the inspector agrees.

Behaviour and safety of pupils

Behaviour in lessons and around the unit is mostly good and pupils generally require little more than gentle prompting from staff in order for them to take responsibility for their own behaviour. Pupils are closely supervised and teachers and other adults intervene quickly to prevent potential problems from escalating. Consequently, lessons are seldom disrupted by inappropriate behaviour and most pupils who have behaviour difficulties respond quickly to the school's individualised strategies to improve their behaviour. Pupils state that behaviour is typically and generally good and they appreciate the unit's incentives to further improve their behaviour, including the rewards system and public recognition of their good behaviour in assemblies.

Most pupils attend school regularly and are punctual. The unit can identify examples of significant improvement in attendance for particular pupils. The unit does not

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currently monitor closely enough the attendance of pupils on days when they are educated at their mainstream schools.

Pupils report that bullying is rare. They are aware of different forms of bullying and they are confident if there is any it will be dealt with effectively. Good care, combined with strong relationships and mutual respect, ensure that pupils feel very safe in the unit and know that there are adults that they can turn to if they have a problem. One pupil summed it up when he said, 'Adults are kind, they treat you fairly and help you improve your behaviour.'

Most pupils demonstrate an understanding of how to avoid the typical risks that they might face. For example, pupils know about potential hazards that might be encountered when using the internet. Most parents and carers who responded to the inspection questionnaire expressed the view that their children are looked after well, feel safe in school and that behaviour is not an obstacle to their children's learning.

Leadership and management

Leadership and management are outstanding. Senior leaders have a very ambitious vision for the unit and they have successfully developed a cohesive and mutually supportive staff team. Close monitoring of the unit's performance ensures that self-evaluation is accurate and it is used to inform planning and to identify appropriate priorities for improvement. The unit's impressive record of consistently improving pupils' behaviour over time demonstrates an excellent capacity for further improvement.

Effective systems have been implemented to track pupils' progress while they attend the unit and attainment and personal development are monitored closely. The progress of pupils once they return to mainstream schools is tracked but only to the extent that the unit can identify if pupils have had any further behaviour difficulties. More information regarding learning and development of these pupils is not yet collated and analysed to help the unit plan for the future and evaluate the long-term effectiveness of its provision and further improve teaching and pupils' progress.

Although teaching is good, those responsible for leading the unit are not complacent and are taking effective action to improve it further. All staff who responded to the inspection questionnaire felt that the unit made appropriate provision for their professional development and almost all expressed the view that leaders and managers are doing all they can to improve the quality of teaching. The management committee is diligent in supporting the unit and challenging it to improve. Headteachers from local mainstream schools praise the work of the unit and value very highly the guidance and support they receive to prevent exclusions and improve practice in their own schools. The local authority recognises the significant part the unit has played in eliminating permanent exclusions and halving the number of fixed-term exclusions in mainstream primary schools across the borough.

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The school has developed a good flexible curriculum that meets the needs and interests of learners and prepares them well for returning to mainstream schools. The excellent curriculum provides pupils with memorable learning experiences. During the inspection a group of pupils visited the local library and another group explored the London Aquarium. Subsequent classroom activities were linked to these visits and had a positive impact on behaviour because pupils felt trusted and valued. The unit works closely with other health, care and education professionals so that it can provide a very broad range of high quality additional support that is effective in helping pupils to overcome barriers to learning. Pupils who have statements of special educational needs are supported very well and found suitable places in specialist provision at the earliest opportunity.

School leaders and managers ensure that the unit's safeguarding arrangements exceed statutory requirements and ensure pupils feel safe. This is an extremely inclusive unit where all pupils are valued regardless of their backgrounds or abilities. Discrimination is not tolerated by leaders and staff and equality of opportunity is at the heart of the unit's work. Consequently, all aspects of pupils' personal development are promoted extremely well, including their spiritual, moral, social and cultural development. Parents and carers speak very highly of the quality of support and advice they receive. All parents and carers who responded to the inspection questionnaire felt that they were kept well informed about their child's achievements and that the unit was prepared to listen to their concerns and help them where it could.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



5 March 2012

Dear Pupils

Inspection of Summerhouse Primary Pupil Referral Unit, London, SE22 0EP

Thank you for being so helpful when I visited Summerhouse. My particular thanks go to all of you who took time to fill out the inspection questionnaire or to talk to me about what you do at Summerhouse. The inspection judged that the unit is good at helping you improve your behaviour. You work hard in lessons and make good progress in your learning and development. I was pleased to see that you enjoy the activities provided for you and you told me you feel safe. The unit is particularly good at making sure you are well cared for. It was good to hear about all the different activities you are involved in and how much you enjoy the trips and visits. Your teachers and the other adults who help you know you very well and they work very hard to make your lessons interesting and enjoyable.

I have asked the adults who run the unit to do some things to help make the unit even better.

- Make sure that they check carefully and regularly so that they know how you are getting on once you leave the unit. This will help them make sure they are doing exactly the right things to help pupils in the future.
- Monitor the attendance of pupils on days when they do not attend the unit.

I am sure that you will want to help make Summerhouse an even better place for pupils like yourselves.

Yours sincerely

Robert Ellis
Her Majesty's Inspector

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