

# Hawkswood Primary Pupil Referral Unit and SEMH provision

Antlers Hill, London, E4 7RT

**Inspection dates** 11–12 June 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Outstanding</b>	<b>1</b>
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school

- The management of behaviour is a real strength of the school. This has ensured that pupils make outstanding improvements in their behaviour and in restoring their positive attitudes to learning. Their self-confidence and conduct improve very significantly during their time in the school.
- Pupils make outstanding progress, particularly in reading, writing and mathematics. This means they 'catch-up' rapidly and are well prepared for their return to mainstream schools.
- Almost every pupil successfully returns to a mainstream primary school after a relatively short period in the school.
- Teaching is outstanding throughout the school. There has been consistent improvement since the previous inspection. There is particularly effective teaching of English and mathematics. Teachers have high expectations of their pupils' achievement.
- Younger pupils in the nurture group make rapid progress and are returned quickly to mainstream schools.
- The pupils and their parents feel confident that the pupils are safe and secure. Safeguarding arrangements are excellent. The pupils' attendance is much higher than that normally found in similar schools.
- The pupils enjoy school and the subjects they are expected to learn. Subjects are well planned to interest them and are adapted effectively to take account of each pupil's ability and stage of learning.
- The headteacher and deputy headteacher lead the school very effectively. They rigorously check the quality of teaching and the rates of pupils' progress and achievement.
- The management committee has a very clear knowledge and understanding of the school's work. Together with the executive headteachers, they consistently challenge the school's leaders to maintain and improve on standards.

## Information about this inspection

- The inspector observed the pupils' learning in four lessons all of which were joint observations with the headteacher. It was not possible to observe the nurture group as they were taught in their mainstream school at the time of the inspection.
- Meetings were held with senior leaders, governors, two parents and a representative of the local authority. Informal discussions were held with pupils when their classrooms were visited.
- The inspector considered the views of 11 returned staff questionnaires. There were too few responses to the online questionnaire, Parent View, to be considered. Two parents were interviewed at the school and the inspector sampled a range of the pupils' 'home-school' books, a daily communication with parents.
- The inspector observed the unit's work and looked at a range of documents including self-evaluation and forward planning. Records of pupils' progress and achievement were looked at as well as monitoring reports on the quality of teaching and the range of subjects. Pupils' attendance records were analysed as well as all documentation relating to safeguarding and protection.

## Inspection team

Melvyn Blackband, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The unit serves all the primary schools in the local authority. Pupils admitted to the unit are at risk of exclusion from their primary schools. The pupils attend the unit on a short-term basis (usually two terms) and are returned to their mainstream primary school when it is felt they are ready to benefit from the mainstream school's provision.
- There is a nurture group for pupils aged five to seven years who attend the unit on three days each week and attend their mainstream school on the two other days.
- Older pupils, aged seven to 11, with more severe social, emotional or health issues, may attend the unit for longer periods. These pupils have a statement of special educational needs and their needs cannot be met in the local authority's mainstream schools.
- All the pupils have special educational needs because of their social, emotional and behavioural difficulties.
- The vast majority of pupils who currently attend the unit are boys.
- An above average proportion of pupils are from Black Caribbean backgrounds, while the majority of pupils are from White British backgrounds. There are currently very few pupils who speak English as an additional language. All these pupils are fluent in spoken English.
- An above average proportion of pupils are entitled to additional government funding, the pupil premium, because they are eligible for free school meals or are looked after. However, because of the small size of the unit there are very few eligible pupils currently in Year 6.
- The unit forms part of the Hawkswood Group of pupil referral units, which is led by an executive headteacher. Hawkswood Primary Pupil Referral Unit is managed by the current headteacher who was in post at the time of the previous inspection.

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

- Ensure that assessments and the tracking of pupils' progress more clearly depict the achievement pupils are making.

## Inspection judgements

### The leadership and management are outstanding

- The headteacher has led the unit extremely effectively. She is committed to maintaining the highest standards of provision for the pupils. Two deputy headteachers support her very well. Together they rigorously and very regularly check on all aspects of the unit's work and strive for continual improvement.
- There are no middle leaders in this very small unit. The headteacher and deputy headteachers monitor the quality of teaching in each subject and the progress individual pupils make very effectively.
- The nurture group of younger pupils is very well managed. As a result, teaching is outstanding and pupils make excellent progress in their communication, literacy and numeracy and their personal development. Through careful checks on the quality of teaching and the pupils' well-being and progress, all the pupils with statements of special educational needs successfully return to mainstream schools or occasionally to more specialised provision.
- The local authority maintains a 'light-touch' approach to the unit and has a high regard for its work. As a result of the consistent drive for improvement by the senior team, the unit has an outstanding capacity to improve further.
- Teachers maintain clear and detailed records of pupils' progress. The pupils are consistently challenged to achieve as well as they can. Rapid interventions provide excellent support should a pupil start to fall behind. There is no discrimination. Every child has an equal opportunity to achieve as well as possible.
- Systems of recording pupils' progress are detailed and thorough. Senior staff use the information effectively in planning and monitoring provision. The data produced, however, because of the detail are complex. This makes it sometimes time consuming to demonstrate the pupils' outstanding progress. Leaders are aware of this and plans are well advanced to revise the presentation of information.
- The quality of teaching has improved consistently since the previous inspection because senior staff have robust procedures to check the performance of each teacher. This is accompanied by effective targeted support and extra training where appropriate. Teachers welcome the opportunities for further development and fully accept their accountability for their pupils' progress and well-being. There is high morale. Teachers are aware that pay awards are dependent on their performance. The management committee regularly monitors records of teachers' work and salary arrangements.
- Learning activities are exceptionally well adapted for each pupil. The current attainment of the pupils is checked in detail when they enter the school. Teachers carefully adapt lessons to take account of each pupil's ability and interests.
- There is excellent teaching of reading, writing and mathematics and pupils make outstanding progress. Literacy and numeracy are further built into almost all the pupils' learning in a range of subjects. As a result, the pupils have many opportunities to practise and extend their skills throughout the day.
- The school has used additional funding for disadvantaged pupils to support their reading, writing and numeracy. The school has invested in a substantial range of resources to promote reading and spelling along with significant staff training. This has resulted in the often rapid progress of the eligible pupils. There are no differences in their progress compared to other pupils.
- Additional government sports funding has been used successfully to enhance pupils' physical health and well-being. Extra resources, including the employment of sports coaches, have motivated pupils to take part in after-school sporting clubs and inter-school competitions.
- The pupils have many opportunities to visit the local community and places of interest in London. This teaches them successfully how to behave in different situations. The curriculum is very well organised to teach pupils about respect and tolerance for each other. Pupils learn about how to take their place in modern Britain. They learn about the democratic process through visits to the town hall and discussions with local councillors. Visits from the police teach them about the social and moral consequences of breaking the law and they extend their understanding of local cultures through visits to the mosque and local churches. They regularly celebrate the different faiths and traditions found in the local community.
- The subjects pupils study have a very positive impact on their academic progress and behaviour and contribute very well to their physical well-being and their spiritual, moral, social and cultural development.
- Parents report high levels of satisfaction with the work of the unit. They particularly value the daily communication with them and the efforts which they consider the staff make to support them and their families.
- The work to safeguard the pupils is outstanding. Procedures are very well organised and the unit has excellent links with a range of outside support agencies.
- **The governance of the school:**
  - The management committee is very well informed and has an excellent understanding of information

on pupils' progress, how it compares with mainstream schools, and the management of teachers' performance. It oversees financial control including the salary arrangements for teaching effectively. It maintains close supervision of additional government funding and regularly checks the impact on the pupils' progress and well-being. Governors are able to challenge the unit's leaders very effectively. They take part in regular training, such as in aspects of child protection and safeguarding and in the use of performance information on pupils' progress. They ensure that current statutory requirements are met.

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

### **Behaviour**

- The behaviour of pupils is outstanding. This is a very significant improvement in most cases from their conduct before they joined the unit. Pupils quickly develop positive attitudes to their learning. This has a very strong impact on their progress. They concentrate for long periods, they are respectful to adults and other pupils and they enjoy their lessons. They are proud to display their work in the classroom and in the corridors.
- The pupils' behaviour around the unit, for instance in the dining room, is exemplary. The unit is a happy and harmonious place of learning.
- Adults maintain high levels of supervision. They are excellent role models for supportive and friendly relationships. Adults are very effective in praising and supporting the pupils' good behaviour and in explaining why certain behaviour may not be acceptable.
- Pupils' behaviour is managed outstandingly well. All staff are suitably trained in de-escalation procedures. Daily briefing meetings ensure all adults are fully aware of how effectively to support their pupils through their sometimes traumatic and upsetting personal situations.
- All the pupils have detailed behavioural targets that adults consistently reinforce and ensure the pupils fully understand. Through very effective teaching and warm relationships, the pupils quickly regain their confidence in their abilities. They learn effectively how to regulate their own conduct and to appreciate the effect their behaviour can have on others. As a result, the pupils are happy and positive about themselves and their learning. Almost without exception, the pupils, including those pupils with diagnosed social, emotional and behavioural difficulties, successfully return to mainstream schools.
- The unit maintains detailed records of pupils' behaviour and well-being. There has been a consistent decrease in incidents of unacceptable behaviour since the previous inspection. There have been no exclusions.

### **Safety**

- The unit's work to keep pupils safe and secure is outstanding. There are very high levels of supervision at all times. Adults are skilled in controlling and calming pupils on the rare occasions when they become distressed or angry. Consequently, there is no disruption to the pupils' learning.
- Safeguarding procedures are exceptionally well organised and secure. Senior staff and members of the management committee rigorously monitor all aspects of provision. Pupils, parents and staff agree strongly that pupils are kept safe.
- Bullying is rare, confirmed by detailed records. Pupils report that they feel safe and 'get on with everybody'. Pupils are effectively shown how to keep themselves safe in different situations and about the dangers of gangs, for example, and inappropriate internet use. They have a good understanding of how to deal with cyber bullying.
- The pupils enjoy their learning. Their attendance is above average and high for the type of school.

## **The quality of teaching** is outstanding

- Much of the teaching is outstanding and never less than good. As a result, the pupils achieve very well. There has been steady and consistent improvement since the previous inspection. This is due to the regular, rigorous checks made by senior leaders on every aspect of the teachers' work. Teachers appreciate this supportive monitoring of their performance and the many opportunities they have to extend their skills through further high quality training.
- Teachers have high expectations of their pupils'. Activities consistently challenge pupils to do their best. They are very well matched to the individual pupil's ability and interest. Activities are carefully planned to build on what the pupils already know and understand and add to this in small achievable steps.
- Reading, writing and mathematics are taught very well. Younger pupils, in the nurture class, get off to a

very good start through the intensive teaching of the sounds and shapes of letters and words. Very careful records of the pupils' progress in reading and writing are maintained throughout the school. Pupils practise and extend their reading and writing skills in almost every lesson. They are encouraged to read at every opportunity. As a result, pupils make excellent progress. Daily practise in aspects of mathematics is reinforced very effectively in other subjects where pupils measure, for instance in science, count or compare and describe different shapes.

- Teachers manage their classrooms very well. Support staff are well briefed on what pupils are to learn and how best to help them. Each pupil receives a high level of individual support. This gives the pupils confidence to make mistakes and to learn from them, because they are secure in the support that they are given. They become confident in their ability to tackle new work and this prepares them well for when they return to their mainstream school.
- Teachers consistently check pupils' understanding throughout lessons. This ensures that pupils maintain concentration and do not give up when they find the work challenging. Adults are skilled in rephrasing questions and explanations to take account of each pupil's level of understanding. This has a strong impact on the level of pupils' commitment and progress.
- The teachers mark pupils' work extremely thoroughly. They consistently include detailed comments about how the pupils can make their work better. Pupils spoken to reported that their teachers regularly 'sit down' with them to talk about their work and how to improve it. Because of this pupils are clear about how to make more rapid progress and this helps to reinforce their motivation and determination to do as well as they can.

### The achievement of pupils

### is outstanding

- Pupils usually enter the provision with lower attainment than that typically found for their age. While they only remain at the unit for relatively short periods, they make excellent progress. Almost all pupils successfully return to mainstream education because their behaviour has significantly improved but also because they have caught up with pupils in mainstream education. By the time they return to their schools their attainment is at average levels.
- Pupils make exceptionally good progress in reading and mathematics. They also develop a strong interest in writing. Pupils proudly display their writing and show visitors their 'Big Write books' where their very good progress can be seen.
- Children in the nurture group make excellent progress in early reading and writing and in their understanding of number. Pupils with diagnosed social, emotional and behavioural difficulties make outstanding progress and in almost all cases are able to return to mainstream schools.
- The most-able pupils make significant gains in their literacy and numeracy skills and often return to mainstream schools with higher rates of attainment than those generally expected.
- All disadvantaged pupils make outstanding progress and at least as good as other pupils. Their attainment is similar to other pupils and there are no gaps in their achievement. There are too few disadvantaged pupils in Year 6 to compare their attainment with national expectations.
- The pupils are set very challenging targets in their communication, literacy and numeracy. Their progress towards these targets is tracked very regularly to make sure they are making the best progress of which they are capable. Any pupil falling behind is given sustained extra support to reach their potential.
- Almost all the pupils make exceptional progress in regulating their own behaviour and in rekindling their interest in learning. This progress very successfully underpins all aspects of the pupils' outstanding achievement in their academic and personal development.

## 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>	135558
<b>Local authority</b>	Waltham Forest
<b>Inspection number</b>	448042

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>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	30
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mark Morall
<b>Headteacher</b>	Jeanette Maynard
<b>Date of previous school inspection</b>	14–15 March 2012
<b>Telephone number</b>	020 84961962
<b>Fax number</b>	020 85239263
<b>Email address</b>	Jeanette.maynard@walthamforest.gov.uk



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