

# Southwark Inclusive Learning Service

Inspection report

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<b>Unique reference number</b>	135260
<b>Local authority</b>	Southwark
<b>Inspection number</b>	381855
<b>Inspection dates</b>	28–29 February 2012
<b>Lead inspector</b>	Kathleen (Kay) Charlton

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>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	103
<b>Appropriate authority</b>	The local authority
<b>Headteacher</b>	Yomi Adewoye and Krishna Purbhoo (co-headteachers)
<b>Date of previous school inspection</b>	22 September 2008
<b>School address</b>	2 Davey Street Southwark London SE15 6LF
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<b>Age group</b>	11–16
<b>Inspection date(s)</b>	28–29 February 2012
<b>Inspection number</b>	381855



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## Introduction

Inspection team

Kathleen (Kay) Charlton

Additional inspector

Keith Tysoe

Additional inspector

This inspection was carried out with two days' notice. Twenty lessons were observed and 16 teachers seen. Nine lessons were joint observations undertaken with senior staff. Meetings were held with groups of students, the management committee, representatives of the local authority and staff. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at documentation such as the improvement plan, assessment information, students' records and work, the minutes of meetings of the management committee, as well as school policies. They listened to students from the different centres read. Nineteen questionnaires from parents and carers were scrutinised as well as 38 from students and 34 from staff.

## Information about the school

Southwark Inclusive Learning Service is an average-sized pupil referral unit that caters for students who have been excluded from their mainstream schools, often after a period of disrupted education. Students arrive at different times and throughout Key Stage 3 are often reintegrated into mainstream schools. Once in Key Stage 4, they remain until age 16. The Service is made up of three distinct centres on three separate sites. One is for Key Stage 3 students, one for Key Stage 4 students and the third, which is a new provision and has only a small number of students, is for young parents. All students have special educational needs, usually related to behavioural, social and emotional difficulties, and an increasing number have mental health issues. A few students have a statement of special educational needs related to these. Students are largely from Black African, Black Caribbean or White British backgrounds. None is at the early stage of speaking English as an additional language. The proportion of students known to be eligible for free school meals is very high. The school has Advanced Healthy Schools status and a London Council's Safer Schools award. Two co-headteachers were appointed in 2010 to replace the post of executive headteacher.

**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

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- Southwark Inclusive Learning Service (SILS) provides a good quality of education. It has improved its effectiveness since its previous inspection and is continuing to do so but is not yet outstanding because improvements needed in teaching and attendance are preventing achievement from being higher. Its strong links with other agencies support students' development and also school improvement well.
- Across all centres, achievement and progress are good because students' interest in learning is rekindled. Students are keen to improve their learning and older ones gain accreditation in a range of subjects, which ensures that virtually all move on to further education, training or the world of work.
- Teaching has improved and is now good. Students are set challenging tasks, know what is expected of them and make good progress towards the planned learning intentions. In a few lessons, staff do not check students' understanding often enough or give them sufficiently discerning feedback for learning to be of the highest quality.
- Behaviour is good, with students showing great improvement from when they first start. They feel safe in the very harmonious atmosphere. Attendance for most students improves rapidly once they join the service. However, the attendance of a small number of students is still not as good as it should be. The service has clear plans in place to address this issue, including more intensive work with targeted students by the Family Support Service and mental health professionals.
- Leadership and management are good. The co-headteachers work together very effectively. They have high expectations of students and staff, with a key focus on improving students' life chances. Rigorous monitoring, good staff performance management and a well-thought-out programme of staff development ensure continuing improvement in classroom practice. Safeguarding is extremely robust and SILS is well placed to improve in future.

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

- Ensure that staff check students' understanding on a regular basis in all lessons and give them specific feedback about how to improve their work.
- Raise overall attendance by implementing fully the planned intensive programmes for targeted students, including input from the Family Support Service and mental health professionals.

## Main report

### Achievement of pupils

Students of different ages and abilities make good progress. The starting points for most on entry are low and all catch up quickly once they join SILS. At Key Stage 3, there is a high level of successful reintegration into mainstream schools. By the end of Key Stage 4, students' attainment is broadly average and they make a successful transition to life after school. Initial assessment is accurate and students are set challenging targets so that they achieve equally well, irrespective of their special educational needs or disabilities. Different groups of students, for example in terms of gender or ethnic background, make similarly good progress.

The high focus given to the development of students' basic skills, particularly in language and literacy, pays off and helps them to develop the confidence to address new learning in a positive way. Across the school, students make particularly good progress in developing their skills in speaking and listening. They are asked their opinions and they learn to express their views effectively. They develop confidence in reading and writing for a wide range of purposes and are proud of their achievements. At age 16, students do particularly well in English examinations, with some showing good insight into the author's choice of particular wording, for example in the novel *Of Mice and Men*. Across the curriculum, students' skills in numeracy are developed effectively as seen in a science lesson where Year 9 students made systematic measurements when comparing catalysts. By age 16, their achievements in mathematics are good and noticeably improved in recent years. Students of all ages enjoy working with information and communication technology (ICT) and use it successfully in different contexts. In a number of lessons, they used it successfully to demonstrate to others what they had achieved in the lesson.

Across a range of subjects, students make good progress. They especially enjoy practical subjects and they are proud of their achievements in food technology, art and physical education. In personal, health, social and citizenship education (PHSCE), they develop very good awareness of their rights and responsibilities and a belief in themselves. Virtually all parents and carers are pleased with the good progress their children make, and inspectors agree that progress is good. Students leaving SILS greatly appreciate the awards ceremony at Southwark Cathedral affirming their achievements.

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## Quality of teaching

Across all centres, the well-planned curriculum provides a clear structure for all aspects of learning. Teachers use assessment well when planning their lessons so that the work is pitched at the right level. They have good subject knowledge, and relationships between all staff and students are excellent. The work of support staff is integral to the success students achieve, both in lessons and in one-to-one sessions, for example in reading. Staff use praise and rewards very effectively to build students' confidence and self-esteem and ensure that students behave well. This contributes very well to the promotion of students' spiritual, moral, social and cultural development. Teachers use resources, including ICT, well to support students' learning and they often inject a sense of fun into lessons. Senior staff provide very good role models to staff, as seen in an outstanding PHSCE lesson where the Key Stage 3 deputy headteacher used extremely imaginative approaches to check students' understanding about the misuse of alcohol. With very skilful questioning and feedback, she not only deepened students' awareness but elicited comments indicating their total disgust at some of the issues raised. Opportunities to extend learning in this way, and also through very judicious marking, are not always used to best advantage.

Staff are successful in improving students' skills in speaking and listening and students are clear that 'teachers here take time to listen to us'. Across the school, adults are adept at helping students develop confidence in reading and gains in their reading ages reflect this. The comprehensive system of record keeping and very well presented exercise books in all subjects effectively demonstrate teachers' conscientious approach, as well as students' good progress over time. Parents and carers are overwhelmingly of the opinion that teaching is good at SILS, a view supported by inspection evidence.

## Behaviour and safety of pupils

Behaviour is good and greatly improved since the previous inspection. There are no permanent exclusions and an overall decline in fixed-term exclusions, with fewer students involved. Students respond well to the behaviour targets they are set and, in discussion, acknowledge that the dramatic improvement each one makes is because 'the staff make sure you know it's all down to you in the end'. Incidents of bullying or harassment, including those based on race, gender or sexuality, are rare, and, as confirmed in discussion with students, are dealt with quickly and effectively if they do occur. Students are very aware of the importance of keeping safe, for example from knife crime and drugs, with particularly helpful input from the school's safety officer and visiting drama groups.

Indicative of students' positive attitudes and behaviour is how well they care for the school, with displays of work respected and appreciated. Students are considerate and respectful to staff and appreciate the high expectations they set. They show very positive attitudes to learning and lessons proceed in a calm and orderly manner, often with a sense of fun. Students say that they like coming to SILS and their

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punctuality has improved, particularly with the introduction of a breakfast club.

Although a few parents and carers have reservations about lessons being disrupted by bad behaviour, this was not the case during the inspection. They invariably agree, as do the students and staff, that their children are safe in school. Students also confirm that 'everybody works when they come here'. Attendance is a priority at SILS and through the use of rigorous first day absence calls, home visits and the work of the education welfare officer, much has been achieved to date. Some students now attend every day week after week. Even so, SILS has rightly identified that there is still further to go with a small number who have a history of persistent absence in their previous schools.

## **Leadership and management**

Leadership ensures that staff work as a cohesive and effective team. Senior leaders communicate high expectations and ambition and their actions are based on accurate self-evaluation. The ways in which they support and develop the staff ensure consistent improvement in classroom practice and an enthusiasm from staff about wanting to improve further. These staff lead by example and in assemblies they spell out the SILS ethos very effectively, for example that 'we all learn from our mistakes' and 'that we need to be resilient'. The school has responded well to the issues raised at the previous inspection. It has ensured good improvement in virtually all aspects of school life, showing that it has strong capacity to improve further.

The good curriculum ensures the systematic development of students' basic skills. Increasing use of vocational courses, such as car mechanics and construction, is ensuring that the curriculum is being adapted well to meet students' needs. The programme at the Young Parents' Education Centre keeps a clear focus on students gaining qualifications as well as on helping them to become effective parents. A wide range of enrichment activities, including residential visits, enhance the provision across all centres and add to students' enjoyment of school. The promotion of students' spiritual, moral, social and cultural development is particularly effective, ensuring a positive ethos for learning. Students from a wide range of backgrounds work and socialise together very well. The principles of equality of opportunity are at the heart of everything the school does and there is an absence of discrimination. The school ensures through careful monitoring that all groups, including the many whose circumstances may make them vulnerable, achieve equally well.

Leaders at all levels are aware of the strengths and weaknesses of the school and show clear commitment to future improvement. Middle leaders are rightly extending their roles and responsibilities so that they make even more effective use of their skills across all centres. The management committee plays an important role in strategic leadership. It makes certain that the policies to promote equality and tackle discrimination meet statutory requirements and have a positive impact on school life. Safeguarding arrangements are extremely robust, as evident in the very rigorous child protection and vetting procedures. Partnerships with schools, colleges and other agencies are very effective, particularly in supporting students' reintegration into

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mainstream schools and their smooth transition to college. The school works well with parents and carers giving them regular updates about their child's progress using the much improved tracking system. Homework is effectively organised, with after-school sessions available for all students.



## 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](http://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.**



2 March 2012

Dear Students

### **Inspection of Southwark Inclusive Learning Service, London SE15 6LF**

Thank you for your warm welcome and the help you gave us when we came to inspect your school. We judged SILS to be a good school where you make good progress. You gain a wide range of qualifications which prepare you well for your life once you leave school. Many of you told us that you learn a lot in lessons, both when we talked to you and, also, through the survey you filled in.

Teachers help you to learn well and they plan lessons that are closely matched to your levels of understanding. We could see that you make particularly good progress in speaking and listening and that, by age 16, you do especially well in your English examinations. You clearly enjoy some of the extra activities you take part in, for example the residential visits.

Your behaviour is good and you try hard in lessons. We were impressed with your behaviour in assemblies, in the dining room and in the playground where you help each other a lot. You feel safe at school and you say there is little or no bullying and you are clear that any member of staff will help you if you have a problem.

SILS is led and managed well and the staff are keen to make it even better. We have asked them to make sure that, in every lesson, your learning is as good as it possibly can be by checking your understanding on a more regular basis and giving you clear feedback about how to improve your work. We have also asked them to make sure that attendance improves. There are a small number of you who can really help here by making sure you join the increasing number of students who now manage 100% attendance each week.

Yours sincerely

Kay Charlton  
Lead inspector

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