

# Camden Centre for Learning (CCfL) Key Stage 4 PRU

Harmood Street, Camden, London, NW1 8DP

**Inspection dates** 24–25 April 2014

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

## Summary of key findings for parents and pupils

### This is a good school.

- Innovative leadership by the director and head of school, supported by senior and middle leaders, has created a clear and effective vision for the future, for the school to be 'at the cutting edge' of providing alternative education.
- As a result of good teaching, most students successfully re-engage with education and achieve well in a range of subjects.
- Most students make good progress in English and mathematics, as a result of the school's focus on improving their literacy and numeracy skills in all subjects.
- Students generally behave well in lessons and when they move around the site. Their relationships with staff are trusting and respectful.
- The school's arrangements for keeping students safe and secure are good. As a result, students feel safe and valued. Parental satisfaction is high.
- The interesting range of subjects enables all Year 11 students to leave with relevant qualifications that prepare them well for the world of work, training and further education.
- The governing body provides good support and challenge to leaders to improve the quality of teaching and students' achievement.

### It is not yet an outstanding school because:

- Some students do not attend school regularly enough, despite improving on previous patterns of attendance.
- Teachers do not always provide enough opportunities for students, particularly the most able, to answer searching questions.
- The very good practice in marking and feedback in some subjects is not consistently applied across the school.
- Some leaders are either new to the school or to their responsibilities and need to develop their good leadership skills still further.

## Information about this inspection

- The inspectors visited seven lessons, all jointly observed with senior leaders.
- Informal discussions were held with groups of students, and included listening to students reading.
- There were no submissions to the online questionnaire (Parent View). Inspectors took account of the provision's own surveys of parents and carers and 19 staff questionnaires.
- Meetings were held with the Chair of the Governing Body and a parent governor, the Director of Camden Centre for Learning (CCfL), head of school, senior and middle leaders, and a representative from the local authority.
- The inspectors evaluated documentation, including information on the students' current progress, the curriculum, and development plans, as well as procedures and records on safeguarding, behaviour and attendance.

## Inspection team

David Scott, Lead inspector

Additional Inspector

Jackie Blount

Additional Inspector

## Full report

### Information about this school

- The Camden Centre for Learning (CCfL) Key Stage 4 PRU caters for students who have usually been permanently excluded from their mainstream schools or are at risk of permanent exclusion. All students have some level of social, emotional and behavioural difficulties (SEBD).
- The CCfL is comprised of three specialist services that provide support for secondary-aged students with SEBD: The SEBD Special School; the Key Stage 3 PRU and the Key Stage 4 PRU. The CCfL is organised into two schools split by key stage. This report is about the Key Stage 4 PRU.
- The leadership of the CCfL consists of a Director, and two heads of school, each being responsible for the Key Stage 3 and 4 PRU provision respectively, with the Director retaining overall responsibility for the SEBD provision. They are supported by a team of five assistant headteachers who hold leadership responsibilities across all of the provisions within the CCfL.
- In addition to the main Key Stage 4 site, a small number of students have personalised individual programmes which take place at and are coordinated from a separate site, located in Tufnell Park.
- Almost half of the students access a wide range of off-site training. These include: College of North West London (Construction); Kings Cross Construction (Construction); City and Islington College (Hair and Beauty); Westminster Kingsway College (Engineering and Catering); Roundhouse (Performing Arts); Islington Boxing Club; Southgate and Barnet College (GCSE and work related); Weekend Arts College (WAC) (Performing Arts); Silverdale Motorbike Project and College North, East London (GCSE and work related).
- Almost half of all students are of White British heritage, with the next largest groups being from Black Caribbean and Bangladeshi traditions. There are three times as many boys as girls.
- Almost all students are supported at school action plus. None of the students on the PRU roll has a statement of special educational needs.
- The proportion of students who are from minority ethnic heritages is above average, but the proportion who speak English as an additional language or who are at the early stages of learning English is below average.
- The proportion of students known to be eligible for the pupil premium is above average. The local authority looks after four of the students, but none of the students at the school are from service families.
- Almost all students have access to the local Child and Adolescent Mental Health Services (CAMHS), usually as a result of their behavioural or emotional needs.
- Students are not routinely entered early for public examinations. However, occasionally, a small number of Years 10 and 11 students are entered early in order to gain examination practice and to provide a stepping stone for GCSE courses.
- The Director of the CCfL was appointed in September 2011, and since that time a number of key senior, middle and administrative appointments have been made, including the head of school in September 2013.
- In January 2012 the governing body was reconstituted.
- The school benefits from having an on-site team of professionals to support the needs of students and their families.

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

- Improve the quality of teaching from good to outstanding and enable students to make more rapid progress by ensuring:
  - that the very good practice in marking in some subjects is shared across the school so that students have more opportunities to respond to teachers' feedback
  - that teachers provide more opportunities for students to answer searching questions and achieve even higher levels of progress, particularly the most able.
  
- Strengthen the quality of leadership and management at all levels, including the governing body, by:
  - continuing to develop the good leadership skills of assistant headteachers and subject leaders still further so that they can manage their responsibilities even more effectively
  - improving rates of attendance and punctuality, particularly for those students who find it difficult to attend school every day, so that more students can make consistently rapid progress in their lessons.

## Inspection judgements

### The achievement of pupils is good

- Achievement is good. There has been a rising trend over the past two years. In 2013, there was a 13 percentage point increase in students achieving five or more GCSE passes at A\* to C, a clear improvement on the previous year's performance.
- Most students enter the school with attainment that is lower than expected for their age. This is because many have difficult histories and have experienced negative attitudes to learning in their previous schools. As a result, many students lack confidence and have significant gaps in their learning, often because of erratic patterns of attendance and exclusion from school.
- The school's approach to personalised learning for individual students promotes equality well and discrimination of any kind is not tolerated. For example, those students who are eligible for support from additional government funding through the pupil premium make faster progress than their peers in the school.
- Disabled students and those with special educational needs, including those receiving support for mental health difficulties, those from different ethnic heritages and those new to learning English make good progress and achieve well.
- Progress in English and mathematics is good. It is better than previously as a result of appointing well qualified permanent staff, and the school's focus on improving students' literacy and numeracy skills in all subjects. By the time they leave in Year 11, although standards remain below average in English and mathematics, they are steadily rising.
- Students read regularly in lessons. A good example of this was seen during an information and communication technology (ICT) lesson, where students were confident enough to read aloud fluently to a visitor from the interactive whiteboard, about the pros and cons of using smartphones. They were able to manage the technical vocabulary well.
- Almost half of all students spend part or all of their timetable attending practical and work-related courses off site. Their rate of progress is good with all providers and is similar to that of students in the school. There are effective arrangements for checking their work, attendance, punctuality and behaviour.
- Achievement is not yet outstanding because not all students, particularly the most able, make the progress they are capable of.

### The quality of teaching is good

- The quality of teaching is consistently good over time. Teachers assess students' abilities on entry and use this information to plan interesting lessons at the correct level to capture students' interest and enthusiasm.
- There is an excellent partnership between teachers and additional adults in managing students' learning. This was evident, for example, in a meticulously planned English lesson where Year 11 students were using their five senses to create interesting descriptions, in preparation for their forthcoming GCSE examination. Here students received individual attention, encouragement and guidance from all adults which enabled them to feedback their responses to the whole class.
- Students respond positively when activities are specially tailored to their interests. For example, during a construction workshop, held at an off-site venue, students worked successfully practising making mitre joints using specialist equipment to make right angles. As a result of the well-planned 'hands-on' practical activities, life skills, such as teamwork, negotiation and cooperative working, were strongly encouraged. Students were totally engrossed in their work and made good progress. Their motivation and confidence were rewarded by getting up extra

early to join their adult 'colleagues' for a cooked breakfast, but still being punctual for the start of their college course.

- Teachers use questioning and students' answers well to check on students' progress in grasping new skills, knowledge and understanding. However, this practice is not as consistently well applied in some subjects. As a result, the communication and understanding skills of students, particularly the most able, are not always sufficiently well developed, and this is why teaching is not yet outstanding.
- In some subjects such as English, mathematics, performing arts and science, assessment practice is very strong, with teachers providing timely advice and positive encouragement with clear pointers for improvement. However, this good practice is not consistently strong across all subjects.

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

- The behaviour of students is good. Behaviour policies are all in place and staff mostly use them effectively, using rewards to help motivate students. Overall, students have positive attitudes to learning, with just the occasional lapse when they become distracted and lose concentration.
- Students show respect for each other and adults, and for their classrooms, both on and off site. Despite the challenges many students face, disruptive incidents and anti-social behaviour are rare. This is as a result of staff enabling students to reflect on their actions and consequences, and to take responsibility for them.
- The school's work to keep students safe and secure is good. Pupils know how to keep themselves safe and they feel safe at the school. They have a good knowledge of the different types of bullying, including cyber bullying, and what to do if it occurs. All safeguarding procedures are carried out rigorously. The required safeguarding policies and checks on adults and students are in place.
- Risk assessments are completed on entry and reviewed throughout their time in the school.
- Students increasingly enjoy attending the school because they feel valued and supported and they appreciate the help and support offered by the dedicated staff. However, there are a number of students who do not attend regularly.
- Behaviour is not yet outstanding because a few students do not yet have the necessary skills to work on their own and are sometimes over reliant on adult supervision in their learning.
- Almost all parents and carers who completed the school's own survey say their child is happy at the CCfL, feels safe and is well looked after.

### **The leadership and management** are good

- The Director, head of school and senior and middle leaders have a clear ambition and vision for the future of the school, which is to be 'at the cutting edge' in providing alternative education for students facing many challenges. Almost all members of staff are committed to transforming the lives of the young people who attend CCfL.
- The senior team, together with members of the governing body, has been robust in ensuring that only staff who support the school's vision are appointed. However, leadership and management are not yet outstanding because some staff are both new to the school and their responsibilities and, as a result, have not yet had sufficient time to demonstrate their full potential and impact on students' achievement.
- Since September 2013, the range of subjects has been revised to ensure that all students can gain worthwhile externally accredited awards to give them a meaningful currency for future training, education or work. For example, new work-related courses in construction, design and technology, hair and beauty, hospitality and catering, motor vehicle studies, performing arts and sport and leisure have been introduced in order to meet students' needs and enthusiasms. This, together with improvements in attendance, the quality of teaching and the speeding up of

students' progress, demonstrates leaders' strong capacity for further improvement.

- Teachers are supported and held to account through well-considered procedures for setting targets for improvement. The work of teachers is checked with great care, and increases to their salaries do not take place unless they have met their targets. As a result of highly effective training and coaching from the Director, head of school and the wider leadership team, teachers are increasingly in demand to advise and train other teachers within the local authority and beyond.
- The school works extremely well with parents and carers to ensure their children receive the right kind of support when it is needed. Communication is a strength of the school, with most parents and carers receiving a daily telephone call to update them on what kind of day their son or daughter has had.
- The local authority provides highly effective and proportionate support. Regular checks on teaching, through paired observations, moderation of teachers' checks on students' progress, and well-considered training from the local authority's adviser have been planned carefully and well received by staff.
- The arrangements to ensure that students are kept safe and secure meet the current requirements.
- Successful partnerships with external agencies and professionals, together with strong collaboration with Camden schools, have resulted in the CCfL being able to act swiftly to provide a wide range of support when students and their families are facing difficulties.

■ **The governance of the school:**

- The governing body knows the school well and has an accurate view of its strengths and areas for improvement. All governors are closely involved in the work of the school. There is a wide range of relevant skills, with some members being from the arts and education sectors, and others representing the medical profession, and central and local government. As a result, they are able to hold school leaders to account. They regularly attend training with school staff to ensure they are up to date with safeguarding and inspection procedures. They have also recently attended training on the safer recruitment of staff. As a result of their professional expertise, governors have a good understanding of the school's performance data and how they compare with similar schools', both in London and nationally. They receive reports and presentations from senior leaders regarding the progress of students and the quality of teaching.
- Governors have an excellent knowledge on how additional government funding is used and the impact it is having on students' achievement. Similarly, they have been closely involved with the introduction of new arrangements for setting targets for teachers and are fully aware that teachers' increases in salary are inextricably linked to their performance in the classroom in effecting improvements in students' achievement.
- Members of the governing body ensure that robust protocols and procedures are in place to ensure the well-being and safety of students, who may be at risk of not doing as well at this time of their lives.

## 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>	100006
<b>Local authority</b>	Camden
<b>Inspection number</b>	439444

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>	14–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	23
<b>Appropriate authority</b>	The local authority
<b>Headteacher</b>	Liz Rattue
<b>Date of previous school inspection</b>	9–10 March 2011
<b>Telephone number</b>	020 7485 2147
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