

Inspection of a good school: Burnside Secondary PRU

Burnside Avenue, 2 Burnside Avenue, Chingford, London E4 8YJ

Inspection dates:

21 and 22 June 2022

Outcome

Burnside Secondary PRU continues to be a good school.

What is it like to attend this school?

Most pupils come to Burnside Secondary PRU for a short period before returning to a mainstream or specialist provision. Some pupils may stay longer and some complete their GCSEs here. This is usually the case for those pupils who arrive in Year 11.

Leaders have a clear vision to get pupils back on track with their learning. Their goal is to ensure that all pupils can continue their education in the best school for them. Leaders work closely with the local authority and local secondary schools, and many pupils transfer quickly to another school. Pupils are happy in school. They like the support they receive from teachers, including in preparing for the move to a permanent school in the future.

Pupils behave well in lessons and during breaktimes. They listen to each other and follow teachers' instructions. If pupils get distracted from their learning, teachers speak to them individually in a calm manner. Staff encourage pupils to regain their focus and complete their work.

Pupils quickly make friends in school and bullying is rarely an issue. All pupils have a mentor they can report concerns to, and staff deal with these promptly. Pupils trust staff to resolve any issues quickly. Staff work together and with other agencies to keep pupils safe.

What does the school do well and what does it need to do better?

Leaders are ambitious for all pupils. They have designed a programme of study that enables pupils to progress successfully to mainstream or specialist schools. Subject leaders have thought about the key knowledge pupils need to learn and remember in each subject. Leaders make sure that pupils learn things in a sensible order. This helps them to build on their prior knowledge and attempt more complex tasks.

Leaders plan subjects in a way that allows pupils who arrive at different times of the year to join in and catch up without too much disruption. For example, the English curriculum is organised so that whenever pupils arrive, they will experience both language and literature activities. Staff provide pupils with well-thought-out opportunities to study fiction and non-fiction texts, including poetry and Shakespeare. This helps to give pupils the necessary grounding for the work they will do in their future schools.

Leaders assess pupils when they join the school to identify any gaps in their learning. Teachers plan effectively to fill these gaps before teaching new subject content. They check often that pupils have remembered important knowledge before moving on.

Leaders have identified that many pupils lack fluency in reading when they join the school. Leaders have invested in a new programme to check pupils' reading and identify the reasons why they are experiencing difficulties. Although these pupils receive additional support with reading, there are times when this support is not finely tuned to their needs. To address this, leaders have appropriate plans to train staff in the new programme as a priority

Most pupils in the school have special educational needs and/or disabilities (SEND). Leaders use the information provided by pupils' previous schools as well as their own assessments to determine the support that pupils need. Sometimes, however, staff do not have easy access to this information. This affects how effectively staff can plan and tailor adaptations to learning in order to fully cater for pupils' needs.

The school is a calm place where pupils can learn. Teachers follow consistently leaders' procedures for managing pupils' behaviour. They are skilled at engaging calmly with individual pupils to sort out any problems. Pupils are proud to receive rewards in weekly celebration assemblies for their good work and behaviour.

Leaders have developed an enrichment programme that gives all pupils different experiences outside of their subject lessons. This programme is well planned and includes, for example, swimming, cooking and opportunities to learn about healthy lifestyles and healthy eating. Pupils play sports and take part in competitions with other local schools. Leaders make sure that pupils have the information they need about their next steps, including college courses and the world of work.

Leaders and governors have recently re-structured the school. This has caused some disquiet among staff and how it has affected their workload. However, staff also said that their workload was manageable and that leaders listen to all concerns they raise.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have a good understanding of the context of their school and the risks faced by pupils. They ensure that staff are trained to be aware of these local issues and how to spot signs that pupils may be at risk. Leaders work closely with external agencies,

including the safer schools police officers. They seek advice and make referrals appropriately.

Pupils are taught to keep themselves safe and they are aware of the dangers of gangs and carrying knives. Leaders keep detailed records for behaviour, attendance and safeguarding issues. They analyse these to identify possible links between them.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- When pupils join the school, some pupils are not fluent in their reading. Leaders have invested in a new programme to assess and support pupils to improve their reading. However, staff have not completed their training for this programme. This means that, in some instances, the support pupils receive is inconsistent. Leaders should ensure that staff are trained as a priority so that the programme can be fully implemented.
- Leaders quickly identify the additional needs of pupils with SEND. However, this information is not always shared with staff in a way that is easily accessible to them. This means that, at times, support and adaptations are not fully tailored to pupils' specific needs. Leaders must make sure that staff have access to this information to enable them to adapt their teaching effectively.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in June 2013.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	137328
Local authority	London Borough of Waltham Forest
Inspection number	10199919
Type of school	Pupil referral unit
School category	Maintained
Gender of pupils	Mixed
Number of pupils on the school roll	38
Appropriate authority	The governing body
Chair of governing body	Hannah Glossop
Headteacher	Liz Rattue
Website	www.hawkswoodgroup.org.uk
Date of previous inspection	7 July 2016, under section 8 of the Education Act 2005

Information about this school

- The school caters for pupils with social, emotional and mental health needs.
- The headteacher took up post in September 2021.
- Leaders make use of two registered alternative providers.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors met with the headteacher and deputy headteacher. They also met with the chair of governors and members of the governing body.
- Inspectors carried out deep dives in these subjects: English, mathematics and physical education. Inspectors visited lessons, reviewed pupils' work, met with pupils to discuss their learning and met with subject leaders and teachers. Other subjects were also considered as part of this inspection, including humanities, science, and personal, social, health and economic education.

- Through discussions with leaders, governors, pupils and staff, inspectors considered how pupils are safeguarded. Inspectors also looked at records related to safeguarding, including records of pre-employment checks on staff.
- Inspectors met with groups of pupils and they observed pupils' behaviour in lessons and at break and lunchtimes.
- Inspectors spoke with a range of staff about safeguarding, behaviour and their workload. Inspectors also looked at the responses from pupils, staff and parents to Ofsted's surveys, including Ofsted Parent View.

Inspection team

Mark Smith, lead inspector

Her Majesty's Inspector

Sara Morgan

Ofsted Inspector

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