

Inspection of Francis Barber Pupil Referral Unit

287 Franciscan Road, Tooting, London SW17 8HE

Inspection dates:	1 and 2 October 2024
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Outstanding
Previous inspection grade	Good

What is it like to attend this school?

Pupils join the school having had difficulties in managing their behaviour and emotions in previous settings. Nevertheless, they settle quickly. This is because warm and nurturing relationships exist between pupils and staff at this school.

Expectations for pupils' academic success and wider development are high. Staff demonstrate an unrelenting ambition for pupils from the moment they join. They want to give pupils every chance to achieve across a broad range of subjects. As a result, pupils achieve well.

Pupils appreciate being treated as individuals, and staff help them learn that they are also part of a wider community. This helps pupils to understand their responsibilities as they get older and prepares them well for their next steps.

Staff use positive approaches to manage pupils' behaviour. Pupils who need extra support with their behaviour are sensitively and respectfully given the space, time and strategies they need to successfully get back on track. As a result, disruption in lessons is rare.

Bullying does happen sometimes, but pupils say they know whom to talk with to help them to sort things out. Pupils told inspectors that they feel safe and are kept safe.

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

The school has put in place an ambitious curriculum that has the necessary structure and flexibility so that pupils' needs can be met successfully. Careful and comprehensive initial assessments check what pupils already know. The school makes continual and accurate checks on what pupils know and what gaps they have so that their learning is well matched to their ability.

Pupils are taught a range of subjects. In some subjects, such as mathematics and art and design, the information that pupils need to learn is well structured. This helps pupils to fill gaps in knowledge and build on their skills. In other subjects, the approach to organising what pupils learn is not as clear. Consequently, in these subjects, pupils do not learn as well as they could.

The school provides a well-thought-out and dynamic approach for pupils who are at an early stage of reading. Staff are well trained to use age-appropriate interventions to help pupils to read fluently and confidently.

Opportunities for pupils' personal development are exceptional. There is a broad and well-rounded enrichment programme that helps pupils develop personal and social skills. It prepares them well for future success. For example, the link with Fulham Palace Gardens helps pupils engage with nature and gardening. This programme expands their interests and aspirations, for example, with one pupil wanting to become a farmer. In addition, pupils have opportunities to meet local people who have lived through significant

traumatic experiences. These activities provide pupils with real-world perspectives and enhance their understanding of complex issues.

Pupils learn how to keep themselves safe, including when online. Bespoke opportunities for pupils to develop their own talents are skilfully interwoven into all aspects of the school day. One example is the involvement of other agencies, such as the police, in lesson delivery.

The school works closely with parents and carers and a range of agencies to support pupils' ability to attend school as regularly as possible. Pupils' attendance improves significantly during their time at the school.

The success of pupils' reintegration into mainstream education is an important measure of the success of the school. After spending time in this pupil referral unit, pupils return to mainstream education with effective new strategies to manage their emotions. As a result, they often surpass previous school expectations by achieving GCSEs and continuing to further education.

Parents say that their children have benefited from having good role models at the school, leading to significant improvements in behaviour. This leads to more helpful behaviour at home. For example, they use what they have learned in life skills lessons to help with cooking or shopping.

The governing body comprises individuals with diverse experiences and relevant skills, enabling highly effective leadership and understanding of the pupils' vulnerabilities. Staff are overwhelmingly positive about the school and the work it does to significantly improve pupils' experiences of education. Relationships between staff members are strong. They provide effective support for one another, particularly around dealing with challenging behaviour. Staff know they are really making a difference to the lives of pupils and their families.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There is variation in how well the school maps out what pupils should learn. In some subjects, it is not clear what the school wants pupils to learn and in what order. As a result, pupils do not build on the knowledge they already have. The school should ensure that the curriculum design, for all subjects and across all pathways, is coherent and well sequenced, so that pupils can learn as well as they should.

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.

Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	100994
Local authority	Wandsworth
Inspection number	10323268
Type of school	Pupil referral unit
School category	Pupil referral unit
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	77
Appropriate authority	Local authority
Chair of governing body	
Headteacher	Jackie Addison
Website	www.fb-pru.wandsworth.sch.uk
Dates of previous inspection	21 and 22 March 2023, under section 8 of the Education Act 2005

Information about this school

- The school operates on two sites: in Wandsworth, at 287 Franciscan Road, Tooting, London SW17 8HE; and 5 Westdean Close, SW18 2JX. Both sites cater for pupils in Years 7 to 11. Pupils are referred by the local authority or mainstream schools for short- or longer-term placements.
- Many of the pupils have experienced disruption to their education before joining the school. Many have social, emotional and mental health needs and/or speech, language and communication needs.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.
- The school makes use of one registered and one unregistered alternative provider.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other senior and middle leaders in the school. Inspectors spoke with members of the management board and a representative from the local authority.
- Inspectors carried out deep dives in these subjects: English, mathematics and art and design. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- During the inspection, inspectors reviewed a range of documentation, including in relation to safeguarding, careers, reading and special educational needs and/or disabilities.
- Inspectors spoke with leaders and staff to understand how workload and well-being are considered in the school.
- Inspectors also considered the responses to Ofsted's online survey for staff and pupils. There were two responses to Ofsted's survey for parents, Ofsted Parent View.

Inspection team

Francis Gonzalez, lead inspector	Ofsted Inspector
Alison Colenso	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024