

Inspection of an outstanding school: Victoria Drive Primary Pupil Referral Unit

78 Victoria Drive, Southfields, London SW19 6HR

Inspection dates:

8 and 9 March 2023

Outcome

Victoria Drive Primary Pupil Referral Unit continues to be an outstanding school.

What is it like to attend this school?

Leaders provide a positive, nurturing and well-organised environment. The curriculum helps pupils learn how to work and play alongside others. Pupils develop strategies to regulate their behaviour independently during the short time that they spend here. Leaders have developed a positive and respectful school culture that is shared by all.

Pupils who attend the school are happy and safe. They enjoy their lessons and like the clear routines that the school provides. Leaders have high expectations that pupils should work hard, do their best and behave well. Pupils respond to these expectations very positively.

Pupils take part in range of activities, including cultural visits and local trips. These are carefully planned to enhance pupils' experiences as part of the wider curriculum. Leaders' work to promote pupils' interests and talents is excellent. Pupils achieve exceptionally well.

The school is a highly calm and orderly place to learn. If a pupil does get upset, adults help them to become ready to learn again as soon as possible. Pupils who are anti-bullying ambassadors support others in understanding and preventing bullying. Leaders deal with any incidents quickly and effectively.

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

Teachers deliver the curriculum skilfully. Staff identify and meet the complex needs of all pupils with great expertise. Staff have high expectations of what pupils can achieve. Leaders' curricular thinking considers pupils' individual needs and is planned precisely to help pupils succeed. Leaders identify very carefully the key knowledge that pupils should be taught and when. Teachers know how to 'hook' pupils into learning and make sure that they remain motivated. All staff check pupils' progress carefully and adapt teaching strategies skilfully as needed. They identify and address any gaps in pupils' learning swiftly.

Staff focus on building positive working relationships with pupils. This helps to motivate pupils who, in return, show high levels of engagement. When moving around the school, pupils are sensible and respectful. Staff know pupils extremely well. They strive to understand individual pupils and provide bespoke support. When needed, staff help pupils to self-regulate their emotions effectively, including using appropriate sensory equipment. As a result, learning continues without disruption.

Staff use pupils' assessment information very well to ensure that pupils receive a high-quality curriculum that meets their needs. They communicate and coordinate closely with external agencies. This includes the pupil's base school, parents and carers, and other professionals. Staff have created a curriculum that helps pupils to return back to their mainstream schools successfully.

Leaders ensure that there is a strong culture of reading. Right from the start, staff check pupils' reading abilities and interests. For pupils who are at the early stages of reading, teachers provide high levels of support. Extra phonics and reading sessions help pupils who fall behind to catch up successfully. Pupils develop a love of reading. Staff encourage pupils to read widely. Pupils enjoy reading high-quality texts that help develop their vocabulary.

Leaders ensure that pupils gain important knowledge and skills that will help them thrive in the future. This includes an exceptional personal, social and health education (PSHE) programme. For example, pupils are taught about safe use of the internet and how to look after their physical and mental health. Staff also teach pupils about positive friendships and appropriate relationships. The curriculum includes a range of opportunities for pupils' wider development. For instance, the whole school visited the theatre to see performances related to texts they had studied. Leaders expect all pupils to grow into responsible citizens. Pupils are taught about respect and equality.

Leaders have successfully created a culture in which staff feel valued and trusted. Leaders ensure that all staff receive highly effective training. Staff appreciate the support that they get from leaders. They work collaboratively to achieve the best outcomes for all pupils. The school's in-house team of specialists adds another layer of expertise that staff feel confident to draw on, when needed. This integrated approach helps pupils to get back on track and return to mainstream schooling very quickly.

Safeguarding

The arrangements for safeguarding are effective.

Staff recognise the need to be particularly vigilant for any signs of pupils being at potential risk of harm. They know their pupils extremely well. All staff receive regular training about what they should do if they have concerns. Leaders ensure that the school has a robust system for logging and following up on concerns. They work well with outside agencies to protect pupils when the need arises.

Pupils are taught about keeping themselves safe. This includes through age-appropriate safeguarding themes. Leaders promote pupils' well-being highly effectively.

Background

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

This is the second ungraded inspection since we judged the school to be outstanding in November 2017.

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](#)' 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	132077
Local authority	Wandsworth
Inspection number	10255546
Type of school	Pupil referral unit
School category	Maintained
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	32
Appropriate authority	The local authority
Chair	Rex Osborn
Headteacher	Eileen Shannon
Website	www.victoriapru.wandsworth.sch.uk
Date of previous inspection	7 November 2017, under section 8 of the Education Act 2005

Information about this school

- The school provides for pupils with social, emotional and mental health difficulties. All pupils have special educational needs and/or disabilities. Most pupils have an education, health and care plan or are in the process of it being completed.
- All pupils are dual registered with another, mainstream school. Pupils join the school on a part-time basis because they need extra help to manage their feelings and emotions. Typically, pupils remain at the school for under a year before going back to their base school.
- School leaders do not make use of alternative provision.

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 leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other leaders. They met with representatives of the school's management committee and the local authority advisers for the school.

- Inspectors conducted deep dives in early reading, mathematics, PSHE and outdoor learning. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers and pupils and looked at samples of pupils' work.
- Inspectors reviewed the school's safeguarding policies, procedures and records. The lead inspector met with staff responsible for leading safeguarding in the school. Inspectors also spoke to staff, members of the management committee and pupils about the school's approach to keeping pupils safe.
- Inspectors observed pupils' behaviour in lessons and around school.
- Inspectors considered the responses to the online survey, Ofsted Parent View, including the free-text comments.
- Inspectors reviewed the responses to the online staff questionnaire.

Inspection team

Karen Matthews, lead inspector

Ofsted Inspector

Teresa Neary

Ofsted Inspector

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