

# North East Surrey Secondary Short Stay School

Inspection report

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<b>Unique Reference Number</b>	135891
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	360775
<b>Inspection dates</b>	30 November 2010–1 December 2010
<b>Reporting inspector</b>	Graham Pirt

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>	38
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alan Richardson
<b>Headteacher</b>	Michelle Blackman
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	174 Molesey Road Surrey KT12 4QY
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<b>Email address</b>	michelle.blackman@surreycc.gov.uk

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## Introduction

This inspection was carried out by two additional inspectors. The inspection was affected by adverse weather conditions during the first day when one of the sites was forced to close to students for the remainder of the inspection. This restricted the number of lesson observations that could be undertaken. The inspectors observed six lessons, seeing five teachers in total. Meetings were held with groups of staff, as well as individuals, a local authority officer, the Chair of the Management Committee and headteachers from partnership secondary schools. The inspectors looked at a range of school policies and procedures, data on students' achievements and examples of their work. The inspection team did not receive any returned questionnaires from parents and carers during the inspection.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The effectiveness and impact of leadership and management in joining the two staff teams together and developing the quality of provision.
- How well students achieve on both sites.
- How well attendance is improving.
- Students' behaviour and if this is improving.
- The effectiveness of the curriculum in providing a broad enough base to allow re-integration, accreditation or preparation for the world of work.

## Information about the school

The North East Surrey Secondary Short Stay School is part of the Inclusion Service for Surrey. It was formed in September 2009 following the merger of two separate pupil referral units. The purpose of the restructuring was to work with mainstream schools to provide a programme of education for Key Stage 4 students to reduce permanent exclusion. At Key Stage 3, the service works with schools through early intervention programmes involving part-time attendance at the short stay school and outreach work in the schools. At both key stages, there are often students who have special educational needs and/or disabilities which most often relate to behavioural, emotional and social difficulties. Most students remain at the school for no more than one term, although there are some students from the previous arrangement who have attended longer than this.

During the last year, there have been some significant changes in staff from the previous pupil referral units. A new headteacher was appointed in January 2010 to manage the amalgamation. Of the current students on roll, none is in the care of the local authority and all are of White British heritage. The proportion of students known to be eligible for free school meals is low.

**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

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

The North East Surrey Secondary Short Stay School offers a satisfactory level of education. It does this by rekindling students' interest in education, supporting their reintegration into mainstream schools, preventing exclusion and supporting students in overcoming behavioural, emotional and social difficulties. In addition, older students are enabled to achieve success in a range of GCSE examinations and other forms of accreditation. Overall, although attainment is low, students achieve satisfactorily during their time at the school and do especially well in improving their behaviour and attitudes to education.

A particular strength is the quality of care, guidance and support it offers all students, particularly through counselling. The school has good links with outside specialist agencies and other professionals as well as a range of successful partnerships with mainstream schools. These effectively support most aspects of students' personal development and well-being and help them to be more enthused by education.

Students make satisfactory progress in their learning in relation to their starting points, although in lessons this is becoming increasingly good, and this reflects the quickly improving practice. In discussion with the inspectors, students said they felt the school was a good place to be and it had made a difference to them and their learning. However, despite often significant improvement, attendance remains low.

Very little unacceptable behaviour was seen and, where this did very occasionally occur, students were well supported and it did not impact on the learning of others. Overall, students' behaviour and their spiritual, moral, social and cultural development are good. Spiritual development is enhanced by the students' understanding of their own, and others', needs particularly through their involvement in self-assessment using the daily record sheet, which has a positive impact on students' self esteem.

Learning and teaching, although satisfactory across the school, are improving securely and quickly. Teachers plan their lessons well and information and communication technology (ICT) is used effectively on both sites to support teaching and engage students in learning. Although there are good baseline assessments of students' levels, when they join the setting, students are unclear about what they need to do to move to the next level in their work. Leaders are focused on improving assessment and target setting for students but the tracking of their progress is at an early stage of development. For example, a new commercial system is currently being introduced to support this to ensure continuity across the different settings.

Although there is a wide range of subjects available, these are not always offered across both sites. This is largely due to the subject expertise available at each site. There is an expectation that all students will achieve accreditation and leaders are focused well on

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improving the curriculum. They recognise, for example, that students make an inadequate contribution to the wider community and community cohesion is inadequate; plans are underway to rectify these weaker areas.

As a result of satisfactory self-evaluation, leaders and managers are becoming increasingly effective in developing a whole-school ethos from the different schools brought together in 2009. The headteacher has been successful in improving the provision at the Hersham site from being inadequate to become satisfactory. Her work in combining the two sites as consistently cohesive provision is still ongoing. The senior leadership team is effective in relation to its own responsibilities, but less so in terms of monitoring and evaluating the effectiveness of the short stay school as a whole. Middle managers monitor and evaluate the quality of teaching and learning within their areas of responsibility but do not always have a securely developed whole-school picture. There is significant variation between the quality of the accommodation at the two sites. Despite the efforts made by all staff, the premises at Hersham are largely inappropriate for the purpose. The headteacher has been successful in setting a clear vision and driving the school forward. New initiatives are well underway following the amalgamation so that the provision is improving quickly. The school has been very well supported through the 'Additional Support and Intervention Programme'. The service has a satisfactory capacity to sustain its improvement.

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

- Ensure that the two sites operate as one short stay school by:
  - increasing the cohesiveness of the leadership and management by developing the roles of middle leaders in particular
  - strengthening whole-school monitoring
  - increasing the balance of curriculum and accreditation opportunities across both sites, including contributing more to the community and developing greater community cohesion.
- Improve attendance at both sites by setting more challenging targets.
- By July 2011, ensure that the quality of teaching and learning is good overall and well supported by effective assessment procedures by:
  - accelerating the pace at which lessons proceed ?
  - ensuring that the learning activities are challenging and extension activities are provided for those who finish the tasks early
  - consistently tracking students' progress
  - ensuring that staff and parents and carers are fully aware of the progress being made
  - students knowing exactly what they have to do to improve their learning
  - providing a variety of activities to meet students' different learning styles.

**Outcomes for individuals and groups of pupils****3**

When students join the school, their levels of attainment are wide-ranging and, for a significant proportion, attainment is often well below average. This is as a result of gaps in

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their learning caused by challenging histories, disrupted learning and poor attendance. Achievement at this school is satisfactory. Progress in lessons is satisfactory overall and sometimes good. Students receive a high level of individual support that motivates them and helps them to catch up with learning that they have missed in the past. One Year 11 student commented on how her expectations of achieving accreditation had risen since coming to the school. In a Computer Literacy And Information Technology (CLAIT) lesson, students made good progress in learning how to work together and listening to the views of others. There is no evidence of any difference in the learning and progress of different groups in the school, including those with special educational needs and/or disabilities.

Students report that they mostly enjoy attending and feel safe at the school, and inspectors could see that they find staff easy to approach and talk to. Students have opportunities to prepare healthy foods and increased opportunities to benefit from physical activities following the appointment of a specialist member of staff. Relationships between students and all adults who work at the school are open and positive. This is evident during lunch and breaks when staff and students share the same recreation area. Students' attendance improves considerably when compared to their previous attendance in mainstream school. There are few opportunities for students to contribute to the wider local community, although a range of opportunities is now planned and reflects the quickly improving provision.

Improving attitudes and behaviour, and improvements in their basic skills, particularly from those who have been permanently excluded from school, help ease transition to the next stage of their education or training. This is helped by the provision of a work-related learning programme. Although attainment is low, while at this setting, students are helped to secure satisfactory skills for their future economic well-being.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>4</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

The good relationships between students and all adults in the school underpin the quality of teaching. Teachers and teaching assistants work well together and any instances of minor misbehaviour are dealt with calmly and sensitively. In the best lessons, work is planned well and students are well challenged. Occasionally, challenge is not always as effective as it could be and, where this occurs, students tend to dictate the pace of lessons. Some staff provide a variety of activities to address different learning styles, and extension activities for those who finish the tasks early are not always readily available, but there is inconsistency in provision which is a factor in why teaching is satisfactory rather than good overall.

The curriculum is interesting and based on staff expertise. There is a comprehensive programme of activities to improve most aspects of students' personal and social skills as well as opportunities for older students to follow a range of accredited courses. Students enjoy enrichment activities, including visits to places of educational interest, although these are limited.

The school provides a safe and caring environment for all students. Individual needs, including those of the most vulnerable students, are assessed carefully on entry and progress towards individual education plan targets set are monitored well, particularly by use of the daily record form. This is supported well by the counselling and the role of the learning mentors. Parents and carers are kept informed of the progress their child makes

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while at the school, usually by telephone calls. However, there is limited written contact to help students to understand their progress and for parents and carers to be more involved in their child's learning. Older students are appreciative of the support and guidance they are given. One commented, 'The teachers really help us.' There has been a reduction in fixed-term exclusions from mainstream schools through the use of the Surrey Alternative Learning Programme in partnership between the school and its partners.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	4
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher's ambition and drive underpin her leadership and management of the school. Although there is evidence of significant improvements being made in the short time she has been in the school, the recently formed leadership team is still developing its roles. The staff feel valued and there are increasing opportunities for professional development. Leaders and managers undertake lesson observations which, although satisfactory, do not have a tight enough focus on improving the quality of learning.

The leaders, managers and staff are committed to equal opportunity and the tackling of discrimination and, by combining the schools, they are working to ensure that provision is satisfactory. Leaders are well aware of some inequalities within the curriculum and are being proactive in finding ways to resolve these.

Child protection, risk assessment and safeguarding requirements are robust and meet current statutory guidelines. Although the school promotes cohesion well within its own community and its engagement with a number of partnership schools, the process is not adequately planned beyond this, and this is why community cohesion is inadequate overall.

The management committee is very new but the chair demonstrates a high degree of knowledge and an approach that challenges the school in a supportive manner. The deployment of staff across the sites provides only satisfactory value for money at present.



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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>4</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## **Views of parents and carers**

No questionnaires or comments were received from parents or carers.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at North East Surrey Secondary Short Stay School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 0 completed questionnaires by the end of the on-site inspection. In total, there are 38 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	0	0	0	0	0	0	0	0
The school keeps my child safe	0	0	0	0	0	0	0	0
My school informs me about my child's progress	0	0	0	0	0	0	0	0
My child is making enough progress at this school	0	0	0	0	0	0	0	0
The teaching is good at this school	0	0	0	0	0	0	0	0
The school helps me to support my child's learning	0	0	0	0	0	0	0	0
The school helps my child to have a healthy lifestyle	0	0	0	0	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	0	0	0	0	0	0	0	0
The school meets my child's particular needs	0	0	0	0	0	0	0	0
The school deals effectively with unacceptable behaviour	0	0	0	0	0	0	0	0
The school takes account of my suggestions and concerns	0	0	0	0	0	0	0	0
The school is led and managed effectively	0	0	0	0	0	0	0	0
Overall, I am happy with my child's experience at this school	0	0	0	0	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.

**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 December 2010

Dear Students

**Inspection of North East Surrey Secondary Short Stay School, Hersham KT12  
4QY**

Recently, two inspectors visited the school to report on how well you are doing and to see what needs to be done to make things better. We enjoyed meeting you in lessons, chatting to individuals and meeting with you to talk about your thoughts on the quality of education you receive. We were pleased to see how many of you have improved your attendance since joining the school. We were particularly impressed by your good behaviour and the way in which you all got on well together. Other positive things we found out about your school include the following:

- the headteacher leads the school well and has plans to make things even better for you
- all the staff have your best interests at heart and ensure you are safe and well cared for, and you agree
- staff give you a lot of support and encouragement
- the school works closely with other professionals and other schools to help prepare you for the next stage of your education.

We would like the school to improve to give you an even better education. We have asked the headteacher to:

- make sure the two sites work together more as one school
- improve your attendance at both sites, so please help with this
- make sure you have the same curriculum and accreditation opportunities at both sites, and to learn and experience different facts about the community, and contribute more to the community
- make sure that staff know how well you are doing during your time in the school and help you to know exactly how you can improve your learning
- make more lessons at least good.

Yours sincerely

Graham Pirt

Lead inspector

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