

South East Secondary Short Stay School

Inspection report

Unique Reference Number	135893
Local Authority	Surrey
Inspection number	360777
Inspection dates	10–11 March 2011
Reporting inspector	Timothy Feast

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Pupil referral unit
School category	Pupil referral unit
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	65
Appropriate authority	The governing body
Chair	Jean Wilson
Headteacher	David Euridge
Date of previous school inspection	Not previously inspected
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Introduction

This inspection was carried out by one additional inspector. The inspector observed seven lessons, seeing seven teachers in total. Discussions were held with staff, a local authority officer, the Chair of the Management Committee and two headteachers from partner secondary schools. The inspector had a meeting with four Key Stage 4 pupils and discussions with other pupils on an individual or paired basis. He observed the school's work, and looked at a range of school policies including those relating to safeguarding, data on pupils' achievement (both academic and personal) and examples of their work. The inspector considered the views of the 10 parents and carers who returned the questionnaires, and the views of staff and pupils expressed in their questionnaires.

The inspector reviewed many aspects of the school's work. He looked in detail at a number of key areas.

- The outcomes of pupils at both key stages to determine whether individual and group needs are well met.
- Whether school leaders at all levels have had sufficient impact on improving outcomes and raising the quality of provision.
- Whether there is consistency of provision and outcomes across the three sites.

Information about the school

South East Surrey Short Stay School was established from two former pupil referral units in September 2009 as part of the Surrey Alternative Learning Programme (SALP) whose aim is to reduce the numbers of pupils who are excluded from schools. At Key Stage 4, there are pupils placed on both a part-time and full-time basis who have been permanently excluded or who are at risk of permanent exclusion from other schools. Many of the pupils in Key Stage 4 are on a long-term placement to the short-stay school. At Key Stage 3, the school provides an intervention programme for those at high and medium risk of exclusion from mainstream schools. There is also a provision at Key Stage 3 for pupils who need full-time intervention before returning to a new mainstream school. The programme usually involves part-time attendance at the short-stay provision and outreach work back in the mainstream school. Key Stage 3 pupils stay for varying lengths of time at the short-stay school.

All pupils have behavioural, emotional and social difficulties, and six of the pupils have statements of special educational needs. A very small number of pupils are in the care of the local authority. Nearly half the pupils currently on the school's roll were in the process of reintegration back into mainstream schools at the time of the inspection.

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****2**

Main findings

The South East Surrey Short Stay School provides a satisfactory education. It achieves this by re-engaging and reinvigorating pupils' interest in education and, for the younger pupils especially, supporting their reintegration back into mainstream schools. It is successful in considerably reducing exclusion rates in South East Surrey and in enabling pupils to make good and accelerating progress in overcoming their behavioural, emotional and social difficulties. Older students in Years 10 and 11 succeed in gaining passes in a range of GCSE examinations, vocational courses and other forms of accreditation.

This good progress is made particularly as a result of the well-organised and imaginative curriculum that pupils value and because of the good care, guidance and support the school provides. The school works well in partnership with the local mainstream secondary schools and with an extensive range of specialist agencies and these links are effective in improving most aspects of pupils' personal development. Progress with improving attendance is more variable, but the majority of pupils who have been at the school since the autumn term 2010 have raised their attendance rate. The school is developing its virtual learning environment to provide additional help to pupils whose attendance is poor to complement its provision at the school, local colleges and other agencies.

Pupils' behaviour improves very well while they are at the school so that it is satisfactory and enables pupils, where appropriate, to reintegrate back into mainstream schools. The quality of teaching is improving and is now consistent across the three sites. This improvement is seen in pupils responding well to the behaviour management strategies of staff and to the positive relationships with adults. Although there have been improvements, teachers still provide too few opportunities for pupils to work collaboratively, to work in teams or to solve problems. Lessons are well planned and there is a good focus on the basic skills in literacy. Pupils' work is assessed well by teachers, but examples of pupils assessing their own work or the work of others were rarely seen in lessons. There is insufficient use of numeracy and information and communication technology being used in real-life situations across the curriculum. Teaching is improving rapidly as a result of the monitoring and evaluation of senior staff and the staffing changes that have resulted from that process, and is now consistently satisfactory, with frequent examples of good teaching.

Pupils make good progress with their learning in relation to their starting points. Pupils in Years 10 and 11 have made good progress since the start of the academic year in improving their GCSE grades, with some pupils making outstanding progress in English. Younger pupils frequently show good progress in lessons. Discussions with the pupils and their responses to questionnaires show that the large majority of pupils feel that they have made good progress and that they enjoy the school and this was confirmed by their

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parents and carers. One parent wrote, 'He has enjoyed every day and I have had fantastic feedback.'

Pupils feel safe in their school. This is a result of the good focus on safeguarding by staff at all levels. School leaders have successfully created a school where the vision is one of rapid improvement for all the different groups of pupils, of closing the gap with the performance of pupils nationally and of successful reintegration back into mainstream where appropriate. Leaders know the school well and have developed an appropriate improvement plan to take the school forward. The management committee supports the school well but is not yet sufficiently involved in the setting of priorities or in challenging any underperformance. However, school leaders have been effective in overcoming weaknesses inherited from the predecessor schools and in improving both pupils' outcomes and the quality of teaching, and the school's capacity for further improvement is good.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Improve the quality of teaching by providing greater opportunities for pupils to:
 - use numeracy and information and communication technology in real-life situations
 - work in teams and solve problems
 - assess their own work and the work of others.
- Ensure the management committee becomes more involved in agreeing the school's priorities and challenging the school where there is underperformance.
- Raise attendance rates by:
 - encouraging pupils whose attendance is poor to engage with the range of options the school provides.

Outcomes for individuals and groups of pupils

3

Pupils join the school with wide-ranging levels of attainment but, for the large majority, their attainment is low. They often have significant gaps in their learning, usually caused by a combination of challenging behaviour and poor attendance. Attainment when they leave the school is still low. Achievement at the school is satisfactory. Pupils make good progress in the short time they are at the school which helps them to catch up with their learning and to improve their attitudes and behaviour. This was seen to particularly good effect in younger pupils' enthusiastic responses to active learning in art, science and food technology. Older pupils in an English lesson responded well to the opportunity to use an extract from the film *Avatar* to improve their descriptive writing. However, the gaps in their learning are usually too wide to allow the good progress they make to enable them to reach broadly average standards, although the gaps are narrowed. Progress rates at the time of the inspection were better for English than they were for mathematics. Pupils' behaviour improves very well while they are at the school so that it is satisfactory and enables pupils, where appropriate, to reintegrate back into mainstream schools. Pupils

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respond well to the instructions of staff but are provided with limited opportunities to work collaboratively or to act consistently to standards they have set for themselves. Teachers provide too few opportunities for pupils to work in teams solving problems and taking leadership roles. Lessons are well planned and there is a good focus on the basic skills in literacy. The improved quality of teaching builds on the good care, guidance and support the pupils receive and the effective curriculum provided so that their learning and progress are good.

As a result of this good progress, a large and increasing majority of the pupils in Year 11 go on to further education, employment or training. Older pupils are helped by the provision of an extensive work-related programme and this helps them to have satisfactory skills for their future economic well-being. Younger pupils in particular make good progress in listening to one another and in following instructions from staff. This progress enables the overwhelming majority of them to be successfully reintegrated into mainstream schools.

Pupils say that they feel safe and mostly enjoy what they do while at the school and they told the inspector that there was always someone they could talk to if they had problems. In food technology, pupils have the opportunity to prepare and eat healthy food and most of them enjoy the many opportunities for physical exercise. The attendance of the majority of students improves while they are at the school, even though it remains low overall, and this improvement is reflected in the enjoyment of pupils in many of the lessons and activities observed. Pupils take satisfactory advantage of opportunities for contributing to the community, for example, taking part in the appointment of staff. They develop their social skills positively in a variety of settings including breaks and lunchtime. Pupils use opportunities to reflect on their experiences, for example, in reflecting on the impact of anger on themselves and others. They develop an understanding of the consequences of their actions and an appropriate understanding of the local community and wider afield.

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These are the grades for pupils' outcomes

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

¹ 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?

Teachers and other adults manage pupils' behaviour well and challenge them when their behaviour is inappropriate, for example, when they are using unacceptable language. This enables the pupils to make good progress with improving their attitudes and behaviour. On occasions, teachers plan work which enables pupils to work at or above national expectations and this was seen to good effect in both an art and a food technology lesson. This is not yet a consistent feature of all lessons. Pupils value the marking and comments that teachers provide on their work but too few opportunities are provided for pupils to review their own work and the work of others. Senior leaders recognised historic variations between teaching on the different sites. The actions they have taken have ensured that all teaching is now at least satisfactory, with an increasing proportion of the teaching being good.

The curriculum is tailored to meet the individual needs of the pupils and this it does well, using a combination of in-house and external expertise. During the inspection, a good example of meeting pupils' needs through an external agency was the sessions conducted by Youth Empowerment, where anger management was constructively dealt with. Older students value the work experience opportunities and the offer of vocational courses through local colleges and other providers. Younger pupils value the curriculum being delivered in smaller groups, which enables them to receive more individual attention.

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All three sites offer a safe and caring environment. Individual needs, including those of the pupils with statements of special educational needs, are met well and planned for through the comprehensive education plans that are in place for all pupils on all the sites. Good use is made of an extensive range of agencies to improve the well-being of the pupils. Parents and carers appreciate the information they receive on the progress their children are making, and other guidance is provided to help parents support the education of their children. Older students value the guidance they receive towards their academic choices and to their next steps in respect of further education or training. Younger pupils benefit from the extensive work that is done to help their reintegration to mainstream schools. Overall, there has been a significant reduction in the number of exclusions, both permanent and fixed term, from mainstream schools in South East Surrey through the school working effectively with its mainstream partners.

These are the grades for the quality of provision

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

How effective are leadership and management?

Good leadership has enabled the establishment of a school that is successful in improving pupils' personal qualities so that they can be successfully reintegrated into mainstream education. The school promotes equality well, helping older pupils particularly to reduce the gap with pupils' attainment nationally. The headteacher has been successful in improving the quality of provision across the three sites. In doing so, he has established a common vision of what is expected and motivated staff to bring about the improvements necessary to translate the vision into reality.

The management committee has been established for less than a year and is developing its role of challenging the school and of working strategically with other partners to determine the school's priorities. It works effectively in keeping pupils' safety and the school's safeguarding arrangements under review. The local authority has determined a local strategy into which the school fits and, as a result, has seen a significant reduction in the numbers of exclusions locally. This has been helped by the effective partnership between the school and other mainstream schools and colleges in the area and with other specialist providers.

Community cohesion is appropriately promoted within the school and further afield, particularly through charities, local business and through working with other agencies. Through the curriculum, pupils develop satisfactorily their understanding of other parts of the United Kingdom and of communities on a global scale. The school communicates well with parents and carers, but there is little evidence of the school acting on the views of parents and carers when making important strategic decisions.

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These are the grades for leadership and management

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

Views of parents and carers

Only a relatively small proportion of parents and carers returned questionnaires. Those who did return them were overwhelmingly positive about the quality of care and education provided, the quality of the leadership and management and the way the school deals effectively with unacceptable behaviour. The inspector agrees with these positive views about the school and judges that the school satisfactorily engages with parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at South 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 inspector received 10 completed questionnaires by the end of the on-site inspection. In total, there are 65 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	3	30	6	60	1	10	0	0
The school keeps my child safe	6	60	4	40	0	0	0	0
My school informs me about my child's progress	5	50	5	50	0	0	0	0
My child is making enough progress at this school	4	40	5	50	1	10	0	0
The teaching is good at this school	6	60	4	40	0	0	0	0
The school helps me to support my child's learning	6	60	4	40	0	0	0	0
The school helps my child to have a healthy lifestyle	5	50	5	50	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)	5	50	5	50	0	0	0	0
The school meets my child's particular needs	5	50	5	50	0	0	0	0
The school deals effectively with unacceptable behaviour	6	60	4	40	0	0	0	0
The school takes account of my suggestions and concerns	6	60	4	40	0	0	0	0
The school is led and managed effectively	6	60	4	40	0	0	0	0
Overall, I am happy with my child's experience at this school	8	80	2	20	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



14 March 2011

Dear Pupils

Inspection of South East Surrey Short Stay School, Reigate RH2 8PP

Thank you for all the help you gave me when I visited the different centres of your school. I enjoyed observing you at work in lessons and talking with you about your school. You told me in our conversations and through your answers in the questionnaires that you enjoy and value what this school has to offer and that it helps you to improve your academic and personal development so that you are able either to go back into mainstream schools or on to courses in further education. Your parents and carers also think that the school is effective in meeting your needs.

It is a satisfactory school where you feel safe and secure. The activities offered help you to make good progress, particularly with your behaviour and attitudes to education. Teachers manage your behaviour well and you believe that you are well looked after and have someone to talk to if you have a problem.

To make the school even better, leaders have been asked to:

- improve teaching by giving you greater opportunities to use numeracy and information and communication technology in real-life situations and opportunities to use your skills to solve problems and to work in teams more often, and by getting you to assess your own work and that of other pupils more frequently
- improve the contribution of the management committee in challenging the school to be even better
- improve the attendance of those of you with poor attendance by encouraging you to try the wide range of options they have on offer.

I wish every one of you success in improving your behaviour and attitudes and hope that you continue to do well when you return to your mainstream school or go on to a course at college or another form of training.

Yours sincerely

Tim Feast

Lead inspector

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