

Fordway Centre

Inspection report

Unique Reference Number	124916
Local Authority	Surrey
Inspection number	359797
Inspection dates	11–12 May 2011
Reporting inspector	David Marshall

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	15
Appropriate authority	The local authority
Headteacher	Susan Simpson
Date of previous school inspection	18 October 2007
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Introduction

This inspection was carried out by an additional inspector. During the inspection, eight lessons and four teachers were observed. Discussions were held with staff, members of the management committee, leaders in other schools, parents and carers, and pupils. The inspector observed the school's work and looked at documentation including the centre's improvement plan, the tracking of pupils' progress, provision for those pupils identified as having special educational needs and/or disabilities, and minutes of management meetings. In addition, questionnaires from 10 parents and carers, and others from staff and pupils, were analysed.

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

- How effective are the centre's assessment procedures in informing teaching and planning for individual pupils' needs, and what do they say about pupils' progress in all classes?
- The impact of the centre's provision on pupils' personal development and their ability to take responsibility for their own behaviour and work.
- How well the curriculum meets individual pupils' needs and contributes to their overall outcomes, and enables them to go back into mainstream schools.
- How effectively the leaders and managers at all levels are enabling continuity and improvement.

Information about the school

Fordway Centre is a Pupil Referral Unit with spaces for up to 24 pupils who are taught in three class groups. Each class has one full-time teacher and support from two teaching assistants. Pupils from all parts of Surrey are offered a full-time place following on from a permanent exclusion, or a part-time place on a dual roll as an early intervention place. Attendance for the latter varies from two or three days a week for 10 weeks, or full time for six weeks, depending on the needs of the pupil. Children in the Early Years Foundation Stage are taught in a mixed Reception/Year 1 class.

Fordway Centre is governed by a management committee comprising members of the county council, community partners, agencies, parents, carers and staff.

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?

1

The school's capacity for sustained improvement

1

Main findings

Fordway is an outstanding centre that is highly effective in meeting the differing needs of its pupils. The centre's success is due to the knowledge, understanding and efficiency of the management, the outstanding quality of care provided and the excellent relationships with parents and carers. The head of centre, the deputy head and managers provide highly effective leadership. They know the centre's strengths very well and what needs to be refined further. Their track record of carefully and continuously improving their provision to meet the needs of all pupils shows that it has an excellent capacity to continue improving.

The most obvious and affecting aspect of the centre that visitors rightly recognise is the dedication and commitment of all staff, at all times. Through their consistent working practices, staff promote their belief that each child is unique and a valued individual with the right to respect and positive self-image. The centre's core work is focused on obtaining specific improvements in the pupils' attitudes, behaviour and attendance. In these regards, they are outstandingly successful. For example, pupils who had very poor attendance records at their previous schools are never absent from the centre and arrive on time every day.

Teaching is never less than good and, in most instances, is outstanding. Teachers plan comprehensively to meet the individual needs of pupils and they deploy the additional adults in the classroom expertly so that all pupils can begin to progress at a level that is appropriate for them. The centre has developed an exemplary use of a range of assessment data so that individual pupils' progress, especially in terms of their behaviour, can be systematically demonstrated. As a result, any modifications for their needs are made immediately and effectively.

This individual support underpins a curriculum which provides many creative experiences, and promotes learners' independence through the provision of opportunities to learn essential skills, cope with the changes in their world and enjoy their learning. The curriculum is built well upon past good practice. It has incorporated many new initiatives since the last inspection that support learners in their progress through their easily understood targets. One staff member in particular has begun to provide a different approach to the curriculum to inspire pupils even further. This is based on using the extensive outdoor areas to the best effect and is making a real difference to the work achieved with the youngest pupils. These methods, which are not yet adopted consistently throughout the centre, are being planned for.

The centre has analysed the success of pupils in their placements after they leave very carefully. This important aspect is one in which, rightly, they judge themselves to be highly successful. Their work in reintegrating pupils into mainstream schools is highly praised by receiving schools. In particular, these schools pay tribute to the work of the

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centre's staff in working alongside them in training their own staff and facilitating greater understanding of pupils' needs and the appropriate actions to take.

The centre's engagement and communication with its parents and carers are outstanding. The head and deputy head provide very strong leadership in engaging external partnerships and developing an ethos of continuous improvements, through a keen focus on self-evaluation. The centre's careful audits of community cohesion clearly illustrate how much they achieve in preparing pupils for the outside world. Despite the nature of their short stay in the centre, links with the different local communities have been developed well.

What does the school need to do to improve further?

- Ensure that by the end of the year changes in the curriculum are embedded, and all pupils are consistently challenged, by:
 - putting into effect the existing plans to provide an improved outside area for the whole school
 - providing relevant activities that are linked to this aspect in all classes.

Outcomes for individuals and groups of pupils

2

Although there are variations, often due to their earlier non-attendance, pupils generally join the centre with standards that are below expectations for their age particularly in English and mathematics. Thanks to the immediate and very careful early assessments, all groups of pupils begin to achieve exceptionally well. Observations of lessons during the inspection confirmed that all groups of pupils make excellent progress. It was impressive to observe, in all lessons, improving behaviour and the skills pupils acquire in working independently or with their classmates. This helps to create the high quality climate for learning that was evident in all classes.

In all lessons observed, pupils were being enabled to consolidate and build on their previous learning. On all occasions, this was being done in an enjoyable, but challenging, atmosphere. The nature of their generally short-term attendance at the centre does not hide the fact they make outstanding progress, mainly due to the close individual attention they receive and the personalised curriculum devised for each pupil.

Pupils are helped to develop a very clear understanding of what is right and wrong and, through the effective systems within the centre, learn to improve their behaviour, which is often now of a high standard. As one pupil recalled, new pupils struggle to conform but the centre's rewards system and keen participation in the activities 'makes us think about things better'. Pupils recognise that there are problems sometimes but they learn who they should go to and are confident that staff will address any issues they may have. The vast majority of pupils, by the time they are ready to reintegrate into mainstream schools, are responsible and have developed good skills that will support them well in their new schools.

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These are the grades for pupils' outcomes

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

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?

Observations of teaching confirmed that throughout the centre, pupils make excellent progress regardless of their starting points because of the highly effective approach adopted by teachers. Curriculum planning is exceptionally helpful to staff in that it links very closely to assessment criteria so it is very clear what steps each pupil needs to take next. This assessment is of exceptionally high quality, both in its accuracy and regularity. Completely individual lesson plans are constantly being adapted to take account of the stages at which individual pupils are working. The use of information and communication technology is exceptionally good, and often provides pupils with opportunities, at their own level, they particularly enjoy.

Consistently high expectations of behaviour and academic progress ensure that pupils begin to want to do their very best. In all lessons, work is especially well planned to enable the highly skilled teaching assistants to support learning very effectively. This was typified in the two mathematics lessons observed in the classes for Key Stage 1 and Key Stage 2 pupils where additional challenges for pupils at all levels were immediately available to reinforce their feelings of success.

Throughout the centre, there are very positive relationships between staff and pupils, which contribute to the supportive ethos for study. The impact of the centre's outstanding support, guidance and care is evident in the pupils' excellent progress in modifying their behaviour and in their exceptionally strong spiritual, moral and social development.

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These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The head of centre, in partnership with the deputy, provides outstanding leadership, drive and ambition to sustain an excellent capacity to improve. Teamwork is excellent and everyone, including the administrative team and catering staff, are considerable assets to the school and are very much appreciated by all concerned. Staff are focused relentlessly on further improvement and work brilliantly together. This ensures that complacency is not tolerated. The outstanding management committee is fully involved in this process, challenging decisions and requesting explanations where necessary. It holds the centre to account in a challenging but supportive manner.

The effectiveness and impact of partnerships in promoting the learning and well-being of every pupil is excellent. For example, the joint programme introduced to help pupils and their families by working with the child and adolescent mental health services (CAMHS) enabled all to get the support they had lacked before. Partnerships with parents and carers are excellent and are an important contribution to breaking the cycle of low attainment and anti-social behaviour.

Excellent attention is paid by managers at all levels to ensure the highest quality of safety and care for the pupils. Pupils' safety and well-being are paramount at all times, ensuring that the centre is a very safe and supportive place to be. Pupils are further protected by rigorous staff recruitment and selection procedures, which show a careful vetting and a robust selection process being undertaken. The senior managers, supported well by all staff, are effective in promoting equality of opportunity and tackling discrimination for all pupils across all aspects of the school's work. The contribution the school makes to community cohesion is good. The management team has implemented plans to enable better national links in order to raise this aspect of community cohesion and cultural understanding for the pupils to the outstanding level of the rest of its provision.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

The huge level of commitment and care shown by the class teacher and all the staff is evident in the way that children of Early Years Foundation Stage age settle into the centre so well, and begin to enjoy every moment they are there. Staff know the children very well and they ensure that they all receive provision that is appropriate to their needs and, therefore, they all progress exceptionally well. All children are given every chance to determine their own way forward, which guarantees their full involvement in all activities.

Children make rapid progress and achieve exceptionally well, especially in communication skills, and in their personal, social and emotional development. Adults have high expectations, provide very clear routines and enable children to build strong, positive relationships. At all times, the class teachers engage and stimulate the children. The story of Jack and the Beanstalk was an inspiring theme related to decisions, disappointments and challenge. The way the children built their towers, helped others with their paintings, or chose how many times to answer a question were particularly impressive.

The classroom and conservatory are stimulating and resources are used exceptionally well as children move from one activity to another. The outside area has been developed very well and provides the same exciting level of challenge and stimulation.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

An above-average proportion of parents or carers returned the questionnaire and almost without exception they are very happy with the centre. They consider that there is a dedicated team of staff, led and managed very well by the headteacher. They say that the centre has a very warm, supportive and friendly atmosphere and almost all feel their children make good progress. Inspection evidence shows that all pupils, including those with special educational needs and/or disabilities, are making excellent progress. Parents and carers are particularly impressed with the pastoral support their children receive. This reflects the findings of the inspection.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Fordway Centre 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 15 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	4	40	5	50	0	0	1	10
The school keeps my child safe	6	60	4	40	0	0	0	0
My school informs me about my child's progress	7	70	3	30	0	0	0	0
My child is making enough progress at this school	5	50	4	40	0	0	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	3	30	0	0	0	0
The school meets my child's particular needs	6	60	3	30	0	0	0	0
The school deals effectively with unacceptable behaviour	5	50	5	50	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	5	50	5	50	0	0	0	0
Overall, I am happy with my child's experience at this school	6	60	4	40	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.



13 May 2011

Dear Pupils

Inspection of Fordway Centre, Ashford, Middlesex TW15 3DU

I am writing to thank you all for making me so welcome when I came to the centre recently. I enjoyed my visit. Yours is an outstanding centre with many strengths, and I agree with what one of you told me it is a great place to learn. Here is a list of some of the things that I think are really good.

- The staff look after you extremely carefully and you all make excellent progress.
- You are learning to behave well and get along with each other and feel very safe in the centre.
- You have very good ideas about how to make things better and you have an excellent understanding of how to live healthily.
- You find lessons interesting and most of you enjoy learning.
- There are plenty of exciting things for you to do, in the centre, on visits and through the internet.
- The head and staff manage the centre extremely well.

Even in excellent schools, some things can be made better. I have asked the headteacher and staff to;

- Look at how they use the outside area to plan, carry out, and link the subjects in your lessons to make sure they are as interesting as they can be.

All of you can help by continuing to listen carefully and take note of what they say.

Yours sincerely

David Marshall
Lead inspector

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