

PPP Community School

Independent school standard inspection report

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Reporting inspector	Martyn Groucutt

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Purpose and scope of the inspection

This inspection was carried out by Ofsted under Section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.^{1, 2}

Information about the school

The PPP (Pupil Parent Partnership) Community School is based on three sites in the London Boroughs of Ealing (The Vale), Kensington and Chelsea (Freston Road) and Hounslow (St George's). It has been registered as an independent day special school since April 2011 and this is its first inspection. It is known commonly as 'PPP'. The proprietor, the Pupil Parent Partnership Limited, is a not-for-profit company. The school is registered to provide education for students aged from 14 to 16 years, with the majority joining in Year 11, a smaller number starting in Year 10 and a very small cohort this year starting in Year 9. Nearly all are placed by Ealing and Hounslow local authorities, with a small number from other London boroughs.

There are currently 67 students on roll, 7 of whom have a statement of special educational needs. Students have behavioural, emotional and social difficulties with many also having associated language disorders or other needs. Many have experienced a disrupted education at their previous schools or have been permanently excluded. Others are placed in the school by their local authorities when they cannot find a mainstream school for them.

PPP began in 1994 as an organisation supporting disaffected students and their families and was based firmly on a therapeutic, counselling-based model of provision rather than being a school. Since its registration as a school, the nature of its role has changed but its approach is still marked by close work with students and their families in the home and community. Its aim is 'to re-engage, develop emotional literacy, provide alternative accreditation routes and encourage progression into further education, employment or training'.

Evaluation of the school

The school provides a satisfactory quality of education that is re-engaging students with education and enabling students to make satisfactory progress. The curriculum is satisfactory and is increasingly moving towards a thematic approach that suits students' learning needs. Teaching is satisfactory and is being increasingly well planned so that it can meet the needs of each individual. The provision for students' spiritual, moral, social and cultural development is good, particularly the extent to

¹ www.legislation.gov.uk/ukpga/2002/32/contents.

² www.legislation.gov.uk/ukpga/2005/18/contents.

which students are encouraged to develop self-knowledge, self-esteem and self-confidence, which was reflected in the good behaviour seen during the inspection. The welfare, health and safety of students are good and procedures for safeguarding are effective. The school is increasingly successful in meeting its aims and meets all the regulations.

Quality of education

The quality of the curriculum is satisfactory and steps to develop and improve provision are resulting in rising achievement, a view shared by the placing authorities. The school is developing a thematic approach to the curriculum rather than focusing solely on specific subject knowledge, so as to improve students' engagement by helping them become stronger in learning skills. Care is being taken to map provision carefully to ensure it continues to meet all the required areas of learning. However, this development has not yet been matched by suitable changes to the structure of the school day, which is still broken into 35-minute periods. These limited time spans do not sit comfortably with a thematic approach that requires opportunities for research and bringing together learning from a range of subject areas.

The thematic approach to the curriculum is re-engaging students and is helping them to be more positive in their approach to becoming young adults. They are starting to address the sometimes large gaps in their prior knowledge and understanding after missing so much earlier education.

There is an expectation that all students will be able to leave school with successful external accreditation. The school offers a range of courses from Entry Level to GCSE, whilst it works in collaboration with local colleges to support a range of vocational opportunities. A focus throughout the school on promoting personal, social and health education extends to the family-based work that underpins the whole philosophy of the school.

The majority of students are only at the school up to Year 11, so great care is taken to ensure that once they are successfully re-engaged they can go on to college, work schemes or employment and a very positive relationship with the Connexions service has brought good success.

Teaching and assessment are satisfactory overall. No inadequate classroom teaching was observed. Students speak very highly of their teachers and the rapport that has developed, helping students make progress and gain positive enjoyment from learning, sometimes for the first time. The strong professional relationships developed with adults lead to students taking far greater interest in their work, as well as increasing their understanding and range of learning and social skills, including acting responsibly. Teachers, well supported by mentors and the family workers who work closely with them, show understanding of the needs of their students and teaching is individualised. Care is taken to ensure that the needs identified in statements of special educational needs are met. As a result of the

satisfactory teaching, students' progress is satisfactory overall, generally from a very low base. There are no apparent differences in progress made between any groups of students. Emotional progress is measured termly through a profiling framework and is also satisfactory.

While resources in general are satisfactory and support effective learning, there are a few weaknesses. There are no specialist science laboratories and some students commented that they would like to see a greater use of computers in their learning. Assessment is used satisfactorily to support teaching but, because students come from such varied backgrounds, there are weaknesses in baseline data. This is preventing teaching from being good because it reduces the amount of initial information available to teachers to formulate their teaching more precisely. It is also limiting realistic target-setting and the tracking of students' progress.

Spiritual, moral, social and cultural development of pupils

Provision for spiritual, moral, social and cultural development is good. Students say they are happy at the school and express gratitude that the staff work so hard to enable them to move on after the end of Year 11 as much more positive young people. As one put it succinctly, 'I used to hate school, but coming here has made me change my mind.' Careful liaison between teachers, mentors and family support workers ensures a joined-up approach to expectations and learning that also involves the parents and carers of students. When it is needed, the school ensures that whole families are supported so that young people's life chances are enhanced. This helps students to develop more positive attitudes to their own situations and to contribute more to their own family lives as well as the wider community. Consequently, despite students' difficulties, behaviour is good.

Moral development is good. Students increasingly have a clear focus on 'doing the right thing' and thinking about the consequences of their actions. They are developing a good understanding of right and wrong. Adults support students well through occasional lapses.

The teaching of personal, social and health education through a group-based approach, with a clear focus on supporting students to develop positive attitudes, is used effectively to increase students' 'ownership' of their behaviour and attitudes to others. It also supports their growing understanding of the nature of contemporary society and their part within it. In a school community in which students and staff come from diverse backgrounds there are very positive relationships that promote tolerance and understanding.

Whilst attendance is improving strongly overall, non attendance is still a problem for a few students. The school is aware of this issue and has recently revised its rewards policy appropriately and has successfully introduced other measures to promote attendance.

Welfare, health and safety of pupils

The school safeguards and promotes the welfare, health and safety of students effectively and provision is good. All necessary checks on staff are in place. Students say they feel safe and this is, in part, because they trust their teachers and all the staff with whom they come into contact.

Because many of the students are potentially very vulnerable, there is a strong emphasis on safeguarding. Safeguarding is a major element in staff induction and training for all staff is updated annually. Child protection policies and procedures are suitably detailed. There are child protection coordinators at each of the school sites and close liaison with external agencies that ensures the monitoring of the welfare of young people is effective. The social and therapeutic needs of students are carefully monitored by the school's own educational psychologist and therapists.

As a consequence of the very effective ways in which community spirit is fostered throughout the school, students say that there is very little bullying. They are aware of its various forms. There is a good anti-bullying policy which is understood by both staff and students. Behaviour can occasionally be challenging but all staff are trained in the use of appropriate de-escalation strategies and, as a last resort, safe ways of restraint which support students' welfare. Annual training in these areas is provided to keep staff up to date.

Fire and first-aid policies and procedures are implemented effectively and health and safety policies have due regard to national guidance. Risk assessments are undertaken regularly and properly. Students are always adequately supervised. The requirements of the Equality Act 2010 are fully met.

Suitability of staff, supply staff and proprietors

Systems and procedures for the appointment of staff and other adults, including enhanced level checks through the Criminal Records Bureau, are securely in place. The single central register is fully up to date and meets requirements.

Premises and accommodation at the school

Each of the three sites provides good accommodation. They are safe and suitable environments for learning. Standards of maintenance, fixtures and fittings are good. This includes the facilities for preparing food, for recreation and for those who are ill. Classrooms and other teaching areas are of suitable size and are well lit and suitably ventilated. There is suitable outdoor provision.

Provision of information

All of the required information is provided, or made available, to parents, carers, the local authorities and others. There is a useful website providing full details of the courses and other learning opportunities provided by the school.

Manner in which complaints are to be handled

The complaints procedure is made available to parents, carers and others as required by the regulations and meets requirements.

Compliance with regulatory requirements

The proprietor has ensured that the school meets The Education (Independent School Standards) (England) Regulations 2010, schedule 1 ('the Regulations').

What the school could do to improve further

While not required by regulations, the school might wish to consider the following points for development:

- as the curriculum moves to a more thematic approach, restructure the school day to provide more opportunities for extended periods of study time
- improve the quality of baseline data so as to improve target setting and the measurement of students' progress
- provide more opportunities for the use of computers
- continue to seek ways to improve rates of attendance.

Inspection judgements

outstanding	good	satisfactory	inadequate
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The quality of education

Overall quality of education			✓	
How well the curriculum and other activities meet the range of needs and interests of pupils			✓	
How effective teaching and assessment are in meeting the full range of pupils' needs			✓	
How well pupils make progress in their learning			✓	

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development		✓		
The behaviour of pupils		✓		

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils		✓		
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School details

School status	Independent		
Type of school	Independent day special school		
Date school opened	5 May 2011		
Age range of pupils	14-16 years		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 50	Girls: 17	Total: 67
Number on roll (part-time pupils)	Boys: 0	Girls: 0	Total: 0
Number of pupils with a statement of special educational needs	Boys: 7	Girls: 0	Total: 7
Number of pupils who are looked after	Boys: 6	Girls: 1	Total: 7
Annual fees (day pupils)	£16,000-£18,000		
Address of school	St George's Centre Brentford TW8 0BL		
Telephone number	0845 450 6014		
Email address	info@theppp.org.uk		
Headteacher	Brian De Lord		
Proprietor	Pupil Parent Partnership Ltd		

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.



27 April 2012

Dear Students

Inspection of PPP Community School, London SW8 0BL

I am writing to thank you for the warm welcome you gave me during my recent inspection of your school. Particular thanks go to those of you who met with me and those who filled in their questionnaires. I have taken your views into account in coming to my findings.

I think that you receive a satisfactory education and I share your view that things are improving. Although too many students still do not attend regularly enough, those of you who attend regularly are able to make satisfactory progress and are in a good position to go on to college, work scheme or employment when you leave. Your teachers work very hard for you, which I know you appreciate. Your lessons are interesting and you work hard in them, so your behaviour is usually good. Teachers know your needs and always try to meet them. You are developing positive attitudes, self-confidence and awareness. I think you are safe and that the school works hard to ensure your safety.

There are a few things I have asked the school to do that would make things even better. The 35-minute lessons are not helpful to you. If your lessons are longer, you can spend more time researching, bringing together information from a range of subjects. I have also asked the school to find out more about you and what you are capable of when you first join and then use this information to set you challenging targets. I have also asked the school to make continuing efforts to make sure that everyone attends regularly, so you can all do well.

I hope you continue to enjoy your time at PPP and that you will be successful in the future.

Yours sincerely

Martyn Groucutt
Lead inspector