

Abbey Manor College

40 Falmouth Close, Lee, London, SE12 8PJ

Inspection dates 10–11 January 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Students are doing well and make good progress across the college, particularly in the key skills of literacy, numeracy and information and communication technology (ICT).
- After initial assessments, students are set precise targets; the progress being made to these is checked regularly, which is an improvement since the previous inspection.
- The proportion of students achieving BTEC and work-related qualifications is increasing.
- The good sixth form provision is improving students' opportunities to continue their education when they leave the college.
- The University Lewisham Hospital works closely with medical staff to ensure in-patients on the children's ward receive appropriate education during their stay.
- As a result of continuous focus on improvement by senior leaders, the quality of teaching and learning is good. Teachers plan their lessons well and ensure students know what they must achieve by the end.
- During their time at the college, students' confidence and behaviour improve as they regain interest in education. Compared to their record in previous mainstream schools, the attendance of most students also improves.
- Students say the college is a safe place to be, that they get on well with one another and the staff.
- The executive leadership knows what it wants to achieve for the college in order to make a significant difference to the lives of students, both academically and personally. The areas identified at the previous inspection have been dealt with successfully.
- The support of both the local authority and the management committee contributes effectively to the work of the college and its good overall effectiveness.

It is not yet an outstanding school because

- The use and effectiveness of other adults who support learning vary too much from lesson to lesson.
- Staff must ensure a consistency of approach regarding the appropriate use of mobile phones, and challenge students accordingly.

Information about this inspection

- The inspectors observed 15 lessons, seeing 14 teachers. Five of the lessons were observed jointly with senior leaders. No lessons were observed at the University Hospital Lewisham school room.
- Meetings were held with small groups of students at the John Evelyn and Broadoak campuses and the lead inspector talked with a student who had attended the morning session at the hospital school room. Meetings were also held with executive and senior leaders, other professionals who support students at both campuses, and the lead nurse in the University Hospital Lewisham children’s ward. The lead inspector met with the Chair of the management committee and representatives of the local authority.
- The lead inspector took account of the on-line questionnaire (Parent View). No responses were received.
- The inspectors observed the school’s practice and looked at a range of documentation, including the school’s checks on how well it is doing and improvement planning. They also considered the school’s data on students’ progress, documents used by leaders to monitor and evaluate the school’s work, management committee documentation and records relating to attendance, behaviour and safeguarding.

Inspection team

James Bowden, Lead inspector

Additional inspector

Jackie Blount

Additional inspector

Lily Evans

Additional inspector

Full report

Information about this school

- Abbey Manor College is a pupil referral unit for those who have been permanently excluded or who are at risk of permanent exclusion because they find it difficult to settle comfortably into mainstream school life. It also provides for a small number of difficult-to-place students referred by the local authority, as well as Year 11 casual admissions from January of their final year at school. Students are frequently joining throughout the year.
- The college is on two sites. The John Evelyn Campus in Ladywell provides for Key Stage 3 students to support their reintegration back into mainstream schools. The Broadoak campus in Lee provides for Key Stage 4 students, enabling them to attain nationally recognised qualifications. Since the previous inspection, the college has introduced a sixth form for those who have been unsuccessful in entry to further education or training at the end of Year 11.
- In addition, the college manages the University Hospital Lewisham school room which provides for in-patient pupils from the ages of 5 to 16 who have medical needs. Most stay for a very short time. During the last school year, 419 were supported. Three students are presently receiving some weekly home tuition from the hospital school staff.
- Currently, the large majority of students are boys. A small number have a statement of special educational needs and a few are looked after by the local authority. Typically, the majority of students are from Black or minority ethnic groups.
- The college has designated all students as being eligible for the pupil premium, which provides additional funding to support those known to be eligible for free school meals and children looked after by the local authority. Taking account of this, the local authority provides specific funding to enable the college to provide extra support for all students throughout the year.

What does the school need to do to improve further?

- Increase the proportion of good or better teaching by:
 - improving the consistency of the use of adults who support students' learning
 - ensuring all adults insist on hard work and good behaviour in lessons.

Inspection judgements

The achievement of pupils is good

- For most students, attainment on entry to the college is well below that of their classmates in mainstream schools and most have been underachieving. This is as a result of missed schooling, often because of exclusion, negative experiences of mainstream schools and, for many students, difficulties in settling comfortably into school life.
- In Key Stage 3, initial assessments identify students' individual strengths and weaknesses in all subjects. This information is then used to help plan individual support programmes, which result in good progress in the key skills of literacy, numeracy and ICT, as well as keeping students up with most of their other subjects. This successfully supports reintegration to mainstream school or, at the end of Year 9, into Key Stage 4 at the college.
- In Key Stage 4, initial assessments focus on students' key skills. Specific individual support, either from learning mentors or one-to-one tuition, is then put in place and students choose from a range of work-related courses alongside the key skills lessons. Progress in key skills is good and the proportion of students attaining higher levels in literacy, numeracy and ICT is increasing over time. This has also resulted in rapid improvements in levels achieved in a range of nationally recognised qualifications, including BTEC and other work-related courses.
- In the sixth form, the focus is on developing students' independence in order to prepare them for further education. This builds further on the college's current track record of increasing numbers of students moving on to college courses. There are very few who are not in education, employment or training at the end of Year 11. A few ex-students have gone on to study at university.
- Each student has clear and achievable individual targets set, which are reviewed regularly in order to assess the progress being made towards them. Across the college, there are no significant differences in progress between boys or girls, ethnic groups or those students looked after by the local authority.
- In the hospital school, where most in-patients attend for a very short time, the quality of progress is difficult to establish. There are, however, a few who attend for blocks of up to two weeks over the year. Work is set and checked by the home school but the hospital school keeps no samples of marked work to show how well they have succeeded in helping students maintain or improve their academic progress.
- Progress in lessons seen during the inspection was good. In a Broadoak music lesson, students made particularly good progress in developing their knowledge and understanding of the different roles and use of instruments in music. In a John Evelyn lesson, students learned successfully about the differences between broadsheet and tabloid newspapers.

The quality of teaching is good

- Overall, teaching across the college promotes good learning for all students in all subjects, whatever their ability or ethnicity. Teachers provide opportunities across all subjects for students to practise their key skills.
- Starter activities are used well and are successful in motivating students. Learning intentions are made clear so that students know what they are expected to achieve by the end of a lesson. This was clear in a Broadoak key skills lesson where students made particularly good progress in developing their knowledge and understanding of vocabulary associated with 'enterprise'. The teacher was adept at asking questions to make sure students understood the words they had suggested.
- Teachers plan their lessons well and set demanding tasks. In a well-organised John Evelyn physical education lesson, two groups of students improved their basketball and football skills and their confidence and trust in playing as teams. This was underpinned by the teacher's skilful use of praise for success and encouragement throughout, including for a reluctant participant.

By the end, students had also improved their moral and social development.

- In a Broadoak art lesson, the expertise of the teacher was evident throughout. Questions were asked that made students think hard and consider alternative options to improve the quality of their work using a special computer software program to vary the use of colour. All concentrated hard and explained to the inspector how they felt they had improved the quality of their work. In addition, students were broadening their knowledge and understanding of different styles of art, both traditional and modern, particularly that of Andy Warhol.
- Although teaching is good overall, there are occasional inconsistencies in ensuring the pace of learning is demanding and setting the work at the right level for all students. In addition, the use and effectiveness of adults who support learning in lessons vary from lesson to lesson. As a result, some students lose concentration, especially when staff do not insist on hard work and good behaviour.
- A few older students told the lead inspector that they felt the work was not always hard enough.

The behaviour and safety of pupils are good

- The college meets its core aim of making a significant difference to the lives of students, both academically and personally. Students become more confident and want to do well, with most wanting to continue to further education when they leave at the end of Year 11.
- The college takes all necessary steps to ensure students are safe. This includes the use of a metal detector at the entrance to the Broadoak campus building and the Metropolitan Police/college shared appointment of a police constable who works on site during the day.
- Compared with their attendance records in their previous mainstream schools, students' attendance at the college improves. There are a few who are persistently absent despite the college's best efforts to deal with this. However, the college's systems for improving attendance have resulted in significant improvements over time for most students. The college is also diligent in making sure students arrive on time.
- Many students who arrive with a record of poor behaviour settle quickly into college life. Where necessary, individual risk assessments are provided to keep staff aware of potential issues that may arise with students. Behaviour as students move around the college is good and because of high levels of staff supervision serious incidents are kept to a minimum. There have been no permanent exclusions and students are not formally excluded for short periods of time. Detailed behaviour records are kept for all students, with the involvement of parents and carers. A strong emphasis on behaving well, not swearing and showing respect contributes well to students' spiritual, moral, social and cultural development.
- Younger students said they enjoyed coming to the college and liked the focus on reintegration. Older students liked the one-to-one help they received and said that all students generally got on well together. All said that they felt safe and that if there were any 'up front' bullying, this would be dealt with quickly by the college.
- Attitudes to learning are generally positive and students are keen to make progress. However, some drift off task and try to use their mobile phones if not challenged by staff.
- Personal, social and health education and support from learning mentors and therapists enable students to learn about the harmful effects of unhealthy lifestyles and internet safety.

The leadership and management are good

- The executive leadership team is highly effective in driving improvement. A full review of the hospital school provision is due this month. The school's checks on how well it is doing are effective and instrumental in deciding key areas for improving overall provision in the college. The results of some of the changes have yet to be realised.
- Senior leaders are proactive in moving the college forward and checking on the quality of teaching and learning. This helps the executive headteacher and senior leaders to set targets for

teachers to improve their work and recommend whether teachers should be given more responsibilities, pay rises or more training opportunities.

- Outcomes have continued to improve since the previous inspection. Attendance is higher, Key Stage 3 students' reintegration continues to be effective and more students now leave with a range of nationally recognised qualifications at the end of Year 11.
- As a result of the college's commitment to equality, all groups of students, including those whose circumstances have made them vulnerable, make good progress in both their academic and personal development. Since the previous inspection there have been no recorded racist or homophobic incidents.
- A key strength of provision is the college's partnerships with mainstream schools for reintegration at Key Stage 3 and other professionals to support the needs of all students within the college.
- The curriculum makes sure everyone has the same chance to succeed. In addition to the added focus on improving students' progress in the key skills, there is extra challenge, for example, through the recent introduction of GCSE courses for older students. It is effective in supporting all aspects of students' spiritual, moral, social and cultural development.
- The local authority has given the college light touch but effective support since the previous inspection. It fulfils its statutory duties well, including those for ensuring robust safeguarding and appraisal of the executive headteacher. Pupil premium funding is used effectively to improve students' motivation through the provision of free breakfast and lunch.
- **The governance of the school:**
 - The work of the management committee, in its contribution to the governance of the college, is very effective. Under the guidance of an experienced chair, it provides strong challenge and support to improve outcomes for students, as well as helping the college achieve its ambitions. Elected parents' representatives play a full part.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	130856
Local authority	Lewisham
Inspection number	402423

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	5–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	128
Of which, number on roll in sixth form	6
Appropriate authority	The local authority
Headteacher	Liz Jones
Date of previous school inspection	2–3 February 2010
Telephone number	020 8297 7060
Fax number	020 8297 7095
Email address	info@lcpru.lewisham.sch.uk

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