

Hope Guildford

Worplesdon Road, Guildford, GU2 6RS

Inspection dates 17–18 January 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The leadership team has maintained the good quality of teaching and good achievement recognised at the last inspection. All members of staff willingly take up leadership responsibilities, and this has inspired loyalty among the staff and a commitment to achieving the very best for each student.
- Whatever their starting points, students make good progress and leave the centre with improved confidence and credible qualifications that stand them in good stead for the future.
- Lessons are full of interesting activities that are well matched to the students' abilities and needs.
- Students' behaviour is excellent and they feel very safe at the centre. This is an improvement since the last inspection. Students' attendance improves enormously from a very low level to just below the average.
- The leadership team and management committee make full use of all available partnerships to ensure that students receive the full range of academic, personal and therapeutic support they require.

It is not yet an outstanding school because

- Teaching is not yet outstanding, because teachers occasionally miss opportunities to emphasise and improve students' basic skills of reading, writing and numeracy in every lesson, or to check up on targets in discussions.
- Although the leadership team collects a good range of information about how well individual students are doing, it does not make clear to staff and the management committee how well the different groups are achieving.

Information about this inspection

- The inspector looked at the centre's work and a number of documents, including information on:
 - students' attainment and progress
 - the centre's checks on how good teaching is
 - the centre's plans for improving the education offered
 - students' behaviour and attendance
 - the centre's safeguarding arrangements.
- The inspector observed three lessons jointly with the teacher in charge, and gathered further evidence about the quality of teaching and learning through examination of records of observations by the centre's staff, by the local authority school improvement adviser and by external consultants.
- The inspector spoke informally to students, examined their workbooks and listened to students reading.
- Discussions were held with staff, the chair and members of the management committee, representatives of the local authority and a manager from the Hope Service.
- The inspector took account of seven responses to the staff questionnaire.
- There were no recorded submissions to Parent View (an online questionnaire for parents/carers) but the inspector took account of the centre's own records of parents', carers' and students' views that were gathered in December 2012.

Inspection team

Mick Megee, Lead inspector

Additional inspector

Full report

Information about this school

- Hope Guildford is part of a multi-agency service within Surrey Children's Service, and provides education for young people who have complex mental health, social, emotional and educational needs that cannot be met by one agency alone.
- The previous headteacher left her post at the end of December 2012 to take up another headship, and a new headteacher has been appointed with effect from April 2013.
- A teacher in charge, with support from an external consultant, is running the centre until the new headteacher arrives.
- Students attend the centre usually for up to six months, although a few students stay for up to 18 months if this is required.
- Hope Guildford's day programme aims to meet students' specific educational, therapeutic and social needs, and to support them in gaining access to employment, education or training.
- Students may attend full time or part time, and many remain on roll at their mainstream school.
- Some students have been excluded from their schools, are at risk of being excluded or have not attended school for significant periods.
- An above-average proportion of students are entitled to support through pupil premium money. This is additional government funding. However, such funding is not currently handed over to the centre. For students who are on the roll of a school as well as at the centre, the money is retained by the school. For students who are full time at the centre and eligible, the funding is retained by the local authority. This arrangement is under review.
- At the time of the inspection:
 - no post-16 students are attending the centre
 - a small number of students are looked after by the local authority
 - a very small number of students have a statement of special educational needs
 - about half the students are known to be eligible for free school meals.

What does the school need to do to improve further?

- Raise the quality of teaching and learning so that achievement is outstanding by ensuring that:
 - classroom staff emphasise students' individual academic targets in basic skills of reading, writing and numeracy in all lessons
 - teachers regularly check that students have a good knowledge of their academic targets in their frequent, regular discussions.
- Improve the quality of information provided to staff and members of the management committee by reporting summary information on the performance of groups in a user-friendly way.

Inspection judgements

The achievement of pupils is good

- Most students have had negative and fragmented educational experiences in their previous schools, and consequently their skills and understanding when they join the centre are often patchy and uneven, and generally below average.
- The strong personal support that they receive at Hope means that, whatever their starting point, students make good progress, and on leaving, almost all students have rediscovered their appetite for education and learning, and practically all move on to worthwhile education, employment or training. However, their attainment is often still below average when they leave.
- Students make good progress in English, mathematics, and information and communication technology (ICT), in which they gain good results in Functional Skills Awards. Students were heard reading aloud with confidence in a lesson on writing descriptively, and made good progress in selecting words that would make their writing more interesting. Students are held back from making even faster progress in these basic skills because teachers do not always emphasise them in all lessons.
- Students achieve well in a good range of other appropriate qualifications including GCSE and Workskills Awards. The students achieve well in sporting activities and outdoor education, in which they gain Unit Awards. Such qualifications stand them in good stead to carry on achieving in adult life. Students' results are much better than those predicted for them when they attended mainstream schools.
- The centre's data and inspection findings indicate that there is no discernible difference in the achievement of different groups of students, although the centre does not report clearly on this. These groups include students with a statement of special educational needs, those who are known to be eligible for free school meals and the pupil premium, or those looked after by the local authority.
- Students who find it more difficult to be involved in their lessons achieve well and are well supported through effective one-to-one assistance and well-trained staff.

The quality of teaching is good

- In the very small teaching groups, classroom staff know the students well and enjoy very strong relationships with them. They encourage students at every opportunity and this helps students to rediscover their enjoyment of learning, which they show through the very positive attitudes they display and the good progress they make.
- Teachers move through activities at a good, brisk pace so that learning gathers momentum and time is not wasted. They make use of a good variety of approaches and methods, including new technology such as interactive whiteboards and minicomputer tablets.
- Teachers have good knowledge of their subjects, and teach with enthusiasm. They make use of good assessment information to plan motivating activities that are well matched to students' differing capabilities. This was apparent in an English lesson where the students were learning about 'strong verbs' and students enjoyed being asked to walk, then to dawdle and to saunter.
- Teachers set demanding targets alongside students to help them improve their learning and behaviour, and they usually explain to individual students at the beginning of a lesson exactly what they are expected to learn. They encourage students to use and spell any specialist words that may be needed. There are good opportunities at the end of each lesson for students to assess their own and each other's efforts.
- Teachers miss chances to help students move on in their reading, writing and numeracy throughout every lesson because individual targets in all these areas are not always emphasised. Because students are not always reminded of their individual targets in basic skills,

either in lessons or in discussions, they are held back somewhat from learning independently.

The behaviour and safety of pupils are outstanding

- Students make significant progress in their personal development because of the highly skilled support they receive from a wide range of specialists working very effectively together. These specialists include an art therapist, psychologists, youth workers and occupational therapists.
- Most students have been out of school for long periods before they are placed at the centre. In the positive learning environment, students speedily recover their confidence and their liking for education, and so the attendance of almost all students shoots up. In a very small number of very complex cases, where there are deep-seated personal issues, students are not able to overcome their anxieties about attending the centre and this means that their attendance overall remains below average.
- The centre staff give the highest priority to the students' personal development in all aspects. Staff check up regularly on the progress that students are making by using assessment tools specially designed for children and adolescents with mental health problems. These assessments show that students make rapid progress in improving their relationships with others, and in reducing their symptoms such as disruptive behaviour and self-injury.
- Students are polite and courteous to each other and to staff, and they show great respect for the environment because of the high expectations of everyone in the centre. Students respond well to visitors, and they interact well and develop social skills with staff and other students outside of lessons, for example in the informal communal lunchtimes. Racist or homophobic language is rarely heard in the centre, and if it occurs, it is quickly but firmly dealt with.
- Behaviour in lessons is exemplary so that teachers can concentrate on managing the lesson activities and the students can learn more quickly. Where disruption occurs, students are likely to be the first to remind their classmates of the need for self-control.
- Staff are skilled in defusing difficult behaviour at an early stage and rarely use physical restraint, although they are all highly trained. Safeguarding is given a high priority by all staff and students say they feel safe at the centre.
- Students gain an excellent understanding about the different types of bullying through their personal, social and health education lessons. Students, parents and carers confirmed through confidential questionnaires that there is very little bullying but, if it does happen, staff deal with it effectively.

The leadership and management are good

- The centre's leadership team has maintained a good quality of education since the last inspection. At the time of the inspection, the centre continues to provide an effective service even during a change of headteacher. The teacher in charge, supported by two part-time educational management consultants, is skilfully managing the day-to-day running so that the handover goes as smoothly as possible.
- The leadership team shows a determination to be successful and has successfully attended to the key issues from the last inspection. The drive to continually improve outcomes for every student and to make sure that everyone has the chance to succeed is at the heart of the centre's developments.
- The local authority provides effective support through an experienced school improvement adviser and through the consultants who will remain until the new headteacher has settled in.
- The centre fosters and maintains very strong links with a wide range of partners, including parents and carers. The service manager ensures that the partnership arrangements with health and social services are of very high quality, and that the students' progress and well-being are at the top of their joint priorities.
- The leadership team skilfully weaves together academic, personal and therapeutic aspects so

that the curriculum meets the individual needs, aspirations and interests of each student. Timetables are planned and implemented in collaboration with the home schools or with therapy staff as necessary. This enables students to be successfully re-integrated into mainstream education when this is possible.

- The curriculum supports students' social, moral, spiritual and cultural development very well through creative activities such as film-making, music groups and drama activities. A reformed ex-convict gives an insight into prison life through interactive workshops. There are cultural events such as a steel pan workshop and a Hindu workshop. Holiday experiences include horse riding, ice skating and bowling.
- The leadership team and management committee attach great importance to staff training and support this by regular observation of teaching, and by setting demanding targets for individual staff to improve their work.
- The leadership team works hard to gain an accurate view of the centre's performance and does this for the most part successfully. Staff assess all students when they arrive to check their particular requirements, and to arrange the most effective assistance. In this way, all students have an equal opportunity to make progress. The leadership team carefully ensures that all activities are open to all students, so that there is no discrimination.
- Once the student is at the centre, the team gathers very accurate information about their academic progress, updating this information each half term. However, the centre does not report summary data on the performance of the different groups in a way that can be easily understood by staff or members of the management committee. This could mean that the centre may be unaware that one group, say that of boys, is not doing as well as it could.
- **The governance of the centre:**
 - The management committee is made up largely of the centre's partners and stakeholders, including parents or carers, and members are trained and experienced in analysing outcomes such as information on students' progress. The members know the strengths and priorities for improvement at Hope Guildford and keep a close check on how well the centre is doing. They rightly judge that the centre offers a good education to its students, and that students make excellent strides in overcoming their personal difficulties. Through their checks, including visits to the centre to observe teaching, they are able to assist in planning developments and to ask searching questions of the centre's leadership team. The management committee assiduously links performance to levels of pay, so that only those staff who meet the required standards move up the pay scale. This ensures the rapid implementation of agreed whole-school plans for continued improvement. The members ensure that statutory duties, such as safeguarding, are implemented fully and checked regularly. The members check on the centre's finances, although additional funds through the pupil premium are not currently made available.

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	134870
Local authority	Surrey
Inspection number	403827

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	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	11
Of which, number on roll in sixth form	0
Appropriate authority	The local authority
Chair	Louise Warren
Teacher in charge	Juliet Roberts
Date of previous school inspection	16–17 November 2013
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