

# Sutton Tuition and Reintegration Service

Drapers Centre, Carshalton, SM5 4NR

**Inspection dates** 15–16 July 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
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

- The vast majority of pupils achieve well, and make good progress in improving their English, mathematics and personal skills.
- The progress of pupils eligible for additional funding, and those with special educational needs, is good.
- Pupils in Year 11 acquire worthwhile qualifications, including GCSEs. All of the pupils who left the school this year have gained college placements.
- Teaching has improved and is now good, with some that is outstanding. The most successful teaching challenges pupils to make rapid progress.
- Pupils behave well. They get on well together and say they feel safe and secure.
- Good improvement in the range of topics and subjects taught promotes pupils' spiritual, moral, social and cultural development well.
- The headteacher and senior leaders are very ambitious for the future of the school. Since the previous inspection, there has been a strong and successful emphasis on raising achievement and improving teaching.
- The management committee has improved its skills through effective recruitment and training. It provides good challenge to leaders and ensures that funding is spent well.

### It is not yet an outstanding school because

- Pupils do not always complete set tasks and, as a result, their progress dips.
- Although attendance is improving, some pupils still do not attend regularly enough.
- Leaders have not been successful in ensuring that the school receives all the funding it should for long-term dual-registered pupils who are eligible for additional government funding.

## Information about this inspection

- The inspector observed nine lessons jointly with senior leaders. In addition, the inspector made a few shorter visits to lessons to observe pupils' learning. She also listened to some pupils reading.
- The inspector observed learning at all three sites.
- Meetings were held with the headteacher, senior leaders, managers and staff on different sites, members of the management committee, a representative from the local authority and pupils.
- The inspector observed the work of the school and looked at a number of documents, including the school's own information about pupils' progress and attendance, planning and monitoring documents, safeguarding information, the sport action plan and pupils' books and files.
- The inspector took account of the school's own parent questionnaire because there were too few responses to Ofsted's online survey (Parent View) to allow any meaningful analysis. The inspector also took account of 20 responses to the staff inspection questionnaire.

## Inspection team

Denise Morris, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The service caters for pupils with medical problems from across Sutton and a few other neighbouring authorities. Pupils are referred to the unit by the Child and Adolescent Mental Health Service (CAMHS).
- There are more boys than girls. A high proportion of pupils are dual registered with their mainstream school.
- About a third of pupils have been diagnosed with autistic spectrum disorders.. Pupils who attend the hospital classroom have complex medical needs.
- Almost all pupils are of White British heritage. The proportion of pupils from minority ethnic backgrounds is very low, and there are no pupils new to speaking English.
- The proportion of pupils who are known to be eligible for additional government funding, known as the pupil premium, is above average. The funding is used to support pupils who are eligible for free school meals and children who are looked after.
- The service is based on three different sites across Sutton. The main site is at Drapers Crescent and caters for most of the pupils. A second, smaller site is situated at nearby Wood Ford Primary School, and the third site is based at the Royal Marsden Hospital. There is no other off-site provision.
- Currently there are only a few pupils of primary age and no Reception-aged children.
- The service receives secondary sport funding.
- Pupils are not entered early for examinations.

### What does the school need to do to improve further?

- Ensure that all pupils fully complete the work that is set so that they make more rapid progress.
- Work with parents and support services to encourage all pupils to attend regularly.
- Ensure that the local authority provides the correct proportion of additional government funding for those pupils who are registered at both the unit and their mainstream school.

## Inspection judgements

### The achievement of pupils is good

- Pupils' attainment on entry is often below that expected for their age. This is often because their medical difficulties have caused high levels of absence. Most pupils quickly begin to catch up, due to high quality support and tasks set at the right level. As a result, all groups achieve well during their time at the school.
- Pupils across all three sites make at least good progress in English and mathematics, including those diagnosed with autistic spectrum disorders and/or complex medical conditions.
- The most able pupils make particularly good progress in English and mathematics and gain high quality GCSE grades. Other pupils also take GCSEs and results have improved in the past two years.
- Pupils' reading skills are good. A few pupils in Year 8 were able to read fluently to the inspector their accounts of the Indonesian Tsunami. They summarised the important features accurately and gave their own opinions about the future support needed by the communities affected by the disaster.
- Most pupils have confidence in speaking aloud in class and to visitors. A variety of opportunities enable pupils to improve their speaking and listening skills. The effective use of modern technologies enables pupils to search for information and respond accurately to questions.
- Additional funding is used well to help eligible pupils to quickly catch up and achieve as well as their classmates.
- The school does not receive funding for all of the pupils who are dual-registered with local mainstream schools. Some pupils attend the service for two, and sometimes three, years. Despite the lack of funding, leaders ensure that all pupils receive the additional support they need.
- Achievement in writing is good and pupils are encouraged to write daily. Many pupils use technology, such as tablets, to help them improve their writing skills.
- Almost all pupils achieve well in mathematics and enjoy, and enthusiastically engage in solving problems and finding answers.
- By Year 9, some pupils have started their GCSE courses, giving them additional time to achieve their goals. The proportion attaining good grades in English, mathematics and science has improved in each of the past two years.
- The oldest pupils have good opportunities to develop work-related skills in areas such as catering or gardening, preparing them well for their future lives.
- Pupils' sports skills are improving due to additional funding that has enabled the school to purchase a table tennis table and other equipment that is very well used. The funding has also helped to provide additional swimming lessons.
- Achievement is not outstanding because not all pupils complete enough tasks to enable them to improve their skills further and make more rapid progress.

### The quality of teaching is good

- Pupils across all three sites benefit from teaching that is almost always good, and some that is outstanding. This enables them to make good progress.
- Teaching supports pupils' needs and abilities well. Occasionally, in some sessions, teachers do not provide enough tasks to enable all pupils to make rapid progress.
- The teaching of English typically engages pupils well because teachers help to extend pupils' knowledge and boost their confidence in responding and speaking aloud.
- The teaching of mathematics provides interesting and challenging tasks for pupils to complete. Pupils were able to identify different fractions by using a pancake to show proportions.
- Good teaching of reading means that pupils have regular times to practise their skills, reading to

themselves or aloud to their classmates. They quickly improve their confidence and most are happy to read aloud in class.

- The teaching of writing enables pupils to express their ideas well. This was particularly evident in Year 10, where pupils' books showed clear evidence of good improvement over time.
- The checking of pupils' progress has improved. It is accurate and helpful, providing opportunities for pupils to respond and correct past work. This is very clear in English and mathematics, but not so explicit in other subjects.

### **The behaviour and safety of pupils are good**

- The behaviour of pupils is good. This applies to each of the three sites. Most pupils are polite, helpful and have positive attitudes to learning.
- Most pupils say that they enjoy attending..Although attendance is improving slowly, a small proportion of pupils do not attend often enough. This is despite the best efforts of staff, including phone calls to parents and rewards to encourage regular attendance. There have been no exclusions over the past two years.
- The school's work to keep pupils safe and secure is good. Discussions with pupils at each of the three sites clearly showed that pupils feel safe and secure. Most older pupils know the importance of staying safe on the internet and in the community.
- A few older pupils told the inspectors that there is not really any bullying and that any teasing is quickly dealt with by staff. School records showed this to be true. Good behaviour is promoted well through the high quality role models that staff provide.
- Assemblies, visits and visitors all help pupils to develop an accurate view of life outside their own communities. Older pupils learn about looking after themselves and how to cook healthy meals. They regularly cook food from a variety of different countries.
- Pupils are beginning to engage in fundraising projects, growing plants and making cakes to sell for different charities, but they do not make the best use of their outdoor area to do so.
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### **The leadership and management are good**

- The headteacher has high aspirations for the future of the service and for all the pupils. She has driven improvement successfully so that outcomes are now good.
- The capacity of leadership has increased with the appointment of a new deputy headteacher. This has strengthened leadership and raised expectations of staff and pupils, ensuring that they all try to achieve their best.
- Leaders make effective use of the national standards for teaching to improve teachers' skills and to set targets for staff. There are several examples of staff at all levels having undertaken training to gain additional qualifications. This enables their pupils to make even better progress.
- Additional training has had a positive impact on the quality of teachers' marking. Leaders note and track pupils' achievements regularly.
- School information shows that pupils' progress has improved over the past two years and that the gaps in pupils' attainment, caused by the medical conditions of individuals are closing.
- Leaders are aware that there is more to do to ensure that all pupils attend regularly and make the best possible progress.
- The school provides regular training for staff in aspects such as behaviour management and safeguarding, ensuring consistent practice across the school.
- The local authority has successfully supported leaders over the past two years by checking the quality of teaching and learning, and by providing training for staff. The local authority now provides only light-touch support because it is confident that the service has improved.

- There are some effective links with local schools. However, leaders have yet to negotiate what proportion of additional government funding it should receive for those pupils who are registered at two schools over a long period.
- Leaders and managers have taken action to provide a rich range of subjects and topics that engages all groups of pupils well. Work-related learning for older pupils prepares them well for life beyond school.
- The school's own parent questionnaires show that there are good relationships with parents, who are pleased with the school.
- Leaders successfully tackle discrimination and promote good relationships. This makes sure that all pupils have equal access to the experiences on offer.
- Safeguarding procedures meet requirements.
- **The governance of the school:**
  - The management committee has improved its support and challenge to leaders. Members are now fully involved in checking what the service offers pupils, looking at teaching and behaviour and at how well pupils are doing. Since the previous inspection, members have received good quality training. As a result, their understanding of the school's performance information, and how it compares with similar schools nationally, is accurate. They have a clear view of what is working well and what needs improving. They have a good understanding of the quality of teaching. The management committee has several new members; together they have a good range of skills which they use to benefit their work at each of the sites. Effective management of finances means that money is well spent to enrich pupils' learning. Pupils who are eligible for additional government funding benefit from extra support and small-group activities. This enables them to catch up with their classmates. Governors are aware that there is more to do to ensure that the school receives the correct proportion of additional funding for pupils who have dual-registration with a mainstream school. . Members know about setting targets for teachers and leaders and work to ensure that the best staff are rewarded through promotion. They rigorously tackle any underperformance. They ensure that safeguarding procedures meet requirements.

## 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

<b>Unique reference number</b>	135010
<b>Local authority</b>	Sutton
<b>Inspection number</b>	442165

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

<b>Type of school</b>	Pupil referral unit
<b>School category</b>	Pupil referral unit
<b>Age range of pupils</b>	5–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	45
<b>Appropriate authority</b>	The management committee
<b>Chair</b>	Gordon Ironside
<b>Headteacher</b>	Catherine Baird
<b>Date of previous school inspection</b>	2–3 October 2012
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