

# PPP Community School

191 Freston Road, London W10 6TH

## Inspection dates

26–28 February 2019

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a good school

- The newly appointed headteacher, together with governors and managers, provides effective leadership. Their relentless focus is for pupils to receive a good education and gain the chance to make a positive contribution to the community.
- Leaders, including governors, have implemented procedures to ensure that the independent school standards are met.
- Leaders have high expectations for both staff and pupils. Effective professional development helps teachers to develop their practice. This leads to positive outcomes for pupils.
- Often, pupils join the school with gaps in their learning, and less than positive attitudes towards school. Over time, pupils start to regain their belief in education, and make significant gains in their personal development.
- Staff build positive relationships with pupils, which helps them develop self-esteem. Pupils behave well and show respect to one another, and to staff and visitors.
- Teaching is strong. Staff assess pupils' prior learning and use this information effectively to aid their planning. Pupils enjoy their learning, and value the support they receive.
- Most pupils achieve well. Given their low starting points, pupils make good progress in a range of subjects, including in English and mathematics. Pupils' qualifications, including GCSEs, reflect this. At times, additional interventions are not monitored to ensure that they have the required impact on pupils' learning.
- For some pupils, their attendance improves at this school. However, in spite of leaders' and managers' efforts, persistent absence for a few pupils is high, and overall attendance remains low.
- Leaders and managers ensure that the curriculum suits pupils' needs. Most pupils achieve well, but leaders are keen for pupils to gain stronger academic qualifications. They have identified the need to review the curriculum to build on pupils' outcomes.

### Compliance with regulatory requirements

- The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

## **Full report**

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

- Ensure that pupils' attendance and persistent absence rates are at least in line with the national averages.
- Continue to build on the curriculum and monitor additional interventions to ensure that pupils develop excellent knowledge, understanding and skills, which lead to stronger academic achievements.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The headteacher, together with managers and the proprietor, have established a culture of high expectations for pupils and staff at this school. Effective leadership has ensured that the good level of education identified at the previous inspection has been maintained. All the independent school standards are met.
- The school's mission, which is to re-engage young people with their learning, underpins this good school. Pupils receive opportunities, which help them to regain their belief in education and their future prospects. Pupils value the patience and support of staff, which helps them settle quickly into routines.
- Well-targeted training equips teaching staff well. Strong teamwork ensures that they share leaders' ambitious vision for pupils. Staff morale is high, and they value the guidance they receive to improve their teaching practice.
- Staff foster strong relationships with parents and carers. They make home visits, ensure regular communication and provide help for parents to support their child's well-being and education. For example, staff regularly accompany parents and their children to external appointments. Parents have positive views about the school's work.
- The personalised curriculum aims to suit pupils' needs, and enhance their basic skills, academic achievements and personal development. Other than learning English and mathematics, pupils have opportunities to be creative and develop technical skills. The wider curriculum, which includes trips, special events and visiting speakers, prepares pupils well for life in modern Britain. For example, pupils gain an appreciation of different faiths, democracy and the laws that govern us.
- The school provides well for pupils' spiritual, moral, social and cultural development. For example, through citizenship studies, pupils learn about British values. Staff encourage pupils to have respect for other people, paying particular regard to the protected characteristics. For instance, pupils are free to express their opinions on sexual orientation and to explore the consequences of discrimination.
- Careers education is strong. Pupils receive individual and impartial careers guidance, which helps them to make informed choices about their future careers. University and careers fairs visits, and planned work experience placements in areas such as banking prepare pupils for the world of work.
- Leaders ensure that the extra funding received to support disadvantaged pupils is used well. These pupils have an equal opportunity to reach their potential, and perform as well as their peers.
- Leaders and managers are mostly accurate in their evaluation of the school's effectiveness, and identify the right priorities for development. This includes ensuring that the curriculum continues to meet the changing needs of pupils at the school.

### Governance

- The proprietor, in its role as the governing body, oversees the school's work well. Governors commit to the school, and are ambitious for its continued improvement. The

governing body is conscientious in its responsibility for ensuring that independent standards and safeguarding requirements are met. Governors use their experience to provide challenge and support for leaders and managers of the school.

- The governing body has a clear strategy for the school's development, and there are processes in place to ensure that standards are maintained. They track the school's performance and pay careful attention to all aspects of school life. In this way, the governing body has a good understanding of the school's strengths and areas to improve.

## **Safeguarding**

- Arrangements for safeguarding are effective.
- Leaders have established a culture to safeguard pupils. The safeguarding policy, which is published on the school's website, reflects the latest guidance issued by the Secretary of State. Pre-employment checks are in place to ensure that adults are suitable to work with children. Staff, including managers, go the extra mile to ensure that pupils are safe and well cared for at school.
- Training for all staff is up to date so that they are vigilant and take the initiative to protect pupils. Leaders and staff are aware of different dangers posed to pupils. These include risks associated with criminality, child sexual exploitation and extremism. Risks are rigorously assessed in school and when pupils go on trips.
- Leaders and managers work closely with parents, and they are proactive when working with other professionals to keep vulnerable pupils safe. Staff check pupils' absences, and any sign that a pupil might be at risk generates a prompt referral to the relevant external agency. Timely and detailed written records show that planned actions to secure early help for pupils' safety are rigorous.

## **Quality of teaching, learning and assessment**

**Good**

- Good teaching meets the needs of pupils. Teachers' planning is effective because they take time to know the pupils they teach. They carefully consider pupils' prior knowledge, interests, and they adopt a calm and purposeful approach to ensure that pupils learn well.
- Teachers expect pupils to make gains in their knowledge, understanding and skills. They challenge stereotypes and use interesting and, at times, thought-provoking resources that reflect diverse experiences. These capture pupils' interests. Personal, social, health and economic (PSHE) education reflects this. Pupils, as a result of teachers' enthusiasm and secure subject knowledge, engage with and enjoy their learning.
- Teaching assistants make strong contributions to pupils' learning. They provide the right balance in offering support, and understand when to hold back so as to foster pupils' independent skills. This helps pupils to become more confident and focused on their learning, particularly in developing strong English, mathematical and artistic skills.
- Teachers provide effective feedback in line with the school's assessment policy. Pupils review and move on in their learning because they know what to do to improve their work.

- Teaching successfully enables pupils to think more deeply. Teachers skilfully probe pupils' responses and reshape their explanations. This enables pupils to grasp new learning and tackle unfamiliar concepts.
- Assessment of pupils' starting points when they join the school is robust. This enables leaders and managers to track pupils' learning and provide intervention, where appropriate. At times, the additional interventions that pupils receive are not monitored quickly enough to check whether pupils are making sufficient gains in their learning.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Trust underpins the strong relationships that exist between staff and pupils. The excellent social skills modelled by staff permeate throughout the school. This helps pupils to build their self-esteem and interact positively with others.
- Pupils' well-being is a high priority. Leaders and managers work closely with professional services to gain better understanding of pupils' needs. Pupil-progress discussions and regular reviews of pupils' needs help staff to establish effective approaches to support pupils' personal development.
- Pupils have opportunities to learn how to be reflective, rather than to react impulsively. This helps them to be successful learners, as they explore different ways to approach solutions to a problem.
- The school caters for pupils' physical and emotional needs well. Pupils have access to counselling, undertake a variety of challenges and experience events that support their mental health. For example, trips to the countryside, residential visits and trips to the supermarket all help pupils learn to make good choices and manage their emotions in different situations.
- Bullying is minimal. This is the opinion of staff and pupils. The school adopts a mediation process to resolve any mishaps quickly, inside and outside school.
- Pupils learn to be safe by discussing how to react to possible dangers in their PSHE lessons. Visits from a range of external agencies helps pupils to learn about life choices, social responsibility and the consequences of decisions they make. Pupils know about the risks associated with gang affiliation. The school works hard to support pupils to develop their social skills and try out new interests, such as music, sports leadership and horse riding.

### Behaviour

- The behaviour of pupils is good.
- Generally, pupils conduct themselves well. Caring staff help pupils to develop greater self-awareness, which leads to improvements in their behaviour. Reducing levels of exclusion confirm this. There have been no permanent exclusions. Pupils are welcoming to visitors and respectful towards adults and their peers.
- Typically, the school's environment is conducive to learning. Good relationships underpin

the positive and purposeful atmosphere that exists in lessons. This has a positive effect on pupils' attitudes, which results in low levels of disruptions in lessons.

- Staff challenge derogatory language, including 'street' language, by building a culture of respect. Staff encourage pupils to be articulate and express themselves clearly.
- Generally, pupils are punctual to their lessons. Staff work skilfully with pupils to ensure that they make good use of their learning time, including planning for short breaks when needed.
- Leaders and managers use many effective procedures to improve attendance. This has resulted in improved rates of attendance for some pupils, compared to their previous attendance before joining the school. Despite the tenacious work of managers, attendance is low and, for a few pupils, their persistent absence remains high.

### Outcomes for pupils

**Good**

- Most pupils, including disadvantaged pupils, make steady progress from their low starting points across the curriculum, including in English and mathematics.
- Pupils' literacy and numeracy skills improve over time. Pupils learn to communicate effectively, including enriching their vocabulary, and they are encouraged to use mathematical skills in everyday life. For example, pupils used the costing information of making a T-shirt to work out a price to generate profit. They develop their creative and practical skills through work, such as in art and design and technology.
- Some pupils take time to settle back into their education, and this proves particularly challenging for pupils with special educational needs and/or disabilities (SEND). The dedication of staff enables pupils to regain a sense of direction, particularly regarding their future plans. Some pupils have successfully gained work placements in areas such as music and working with animals to build their career aspirations.
- Generally, academic attainment is low. School records and pupils' work show signs that pupils' attainment is improving over time, as identified in science. Leaders and managers recognise that the low attendance of a minority of pupils limits their achievements.

## School details

Unique reference number	136740
DfE registration number	313/6083
Inspection number	10054296

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, 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.

Type of school	Other independent special school
School category	Independent school
Age range of pupils	13 to 17
Gender of pupils	Mixed
Number of pupils on the school roll	16
Number of part-time pupils	1
Proprietor	Catch 22
Executive Principal	Jane Reed
Executive Headteacher	Claudia Giarrusso
Annual fees (day pupils)	£19,000 to £23,400
Telephone number	08458 456014
Website	<a href="http://www.theppp.org.uk">www.theppp.org.uk</a>
Email address	<a href="mailto:Admin.Office@Catch-22.org.uk">Admin.Office@Catch-22.org.uk</a>
Date of previous inspection	15–17 December 2015

## Information about this school

- PPP Community School provides specialist alternative education for pupils who are unable to access mainstream secondary education for a variety of reasons. The school caters for pupils who have a range of social, emotional and mental health needs.
- The school is part of Catch 22 Multi Academies Trust (MAT). Their mission is 'to enable young people to progress and succeed in sustained education, employment and training'.
- The majority of pupils have been permanently excluded from one or more previous settings. Others are placed in the school by their local authorities when they cannot find a mainstream school for them.

- Pupils are placed by Ealing, Brent and 'tri-borough' (Westminster, Kensington and Chelsea and Hammersmith and Fulham) local authorities.
- The school is currently based on two sites. One site is situated at 191, Freston Road, London W10 6TH and the other at The Phoenix Centre, Dormer Wells Lane, Southall UB1 3JB.
- The school uses no other alternative provision.
- The proportion of pupils with special educational needs and/or disabilities (SEND) is above average. The proportion of pupils with SEND that have an education, health and care (EHC) plan is small, compared to nationally.
- Most pupils are from a variety of ethnic backgrounds, and approximately half are supported by the pupil premium.
- During the time of the inspection, there were pupils aged 14–16, with no post-16 students on roll. There were significantly more boys than girls.
- The school's last standard inspection took place in December 2015.
- There has been a few changes since the last inspection. The lease at a previously occupied property by the school expired, and so the school acquired the premises situated at The Phoenix Centre in July 2017. Additionally, the Department for Education approved the school's application to extend its age range from 14–16 years to 13–17 years, from January 2016.
- The current executive headteacher was appointed in April 2018. She is also the executive headteacher of one other school within the trust. The executive principal joined the Catch 22 MAT in September 2016, and reports to the chief executive officer of the trust.



## Information about this inspection

- Observations took place of pupils' learning in English, mathematics and art. Most visits to lessons were carried out jointly with the executive headteacher. Pupils' books were examined in a range of subjects, including science and citizenship.
- Discussions were held with pupils during lesson visits and, informally, during their social times.
- Meetings were held with the executive headteacher, curriculum learning leads, executive principal (representative of the proprietor) and other members of staff, including the school's counsellor and teaching assistants.
- Telephone conversations were held with parents and representatives from the London Boroughs of Brent and Ealing, who refer pupils to the school, and to the local authority's designated officer for the London Borough of Ealing.
- To check compliance with the independent standards, the premises on both sites were examined and a range of documents were scrutinised, including policies, safeguarding procedures and the school's self-evaluation.
- There were no responses to the Ofsted online survey, Parent View. The views of 13 staff who completed the staff questionnaire and nine responses to the pupil survey were considered.

## Inspection team

Rosemarie McCarthy, lead inspector

Ofsted Inspector

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