

Inspection of a good school: North West Surrey Short Stay School

45 Kingsway, Woking, Surrey GU21 6NT

Inspection dates:

17 and 18 January 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. Inspectors are recommending the next inspection to be a graded inspection.

What is it like to attend this school?

Pupils flourish in this school because staff strive to understand the needs of all. There is a culture of high ambition for what pupils will do and achieve in preparation for returning to their mainstream school. Pupils develop important social skills through community work with the local church and coffee shops. They take immense pride to see their peers and staff enjoying the fresh lunch that they cook each day with the chef. Pupils also learn outside of the classroom through work experience opportunities in horticulture, customer service and motor mechanics.

However, leaders acknowledge that currently, pupils get a disjointed education because of a lack of staffing and resources. When pupils are in school, teachers regularly check what they know and remember, and adapt learning to close any gaps. However, for around a third of their timetable, most pupils are currently only offered online learning. The majority of pupils do not engage with this, meaning they are not learning as much as they should.

Pupils learn how their behaviour can impact others. As a result, bullying and unkindness are rare. However, if it happens, staff deal with unacceptable behaviour promptly and effectively. As a result, behaviour in lessons is rarely disrupted. Pupils trust staff to help them so that they can overcome the barriers that have prevented them from learning well in the past.

What does the school do well and what does it need to do better?

Liaison with the local secondary schools ensures that leaders prioritise the important knowledge that pupils need to know to help them transition back into mainstream school. When in school, teachers are insistent on pupils learning technical vocabulary so that they can speak fluently about the subjects they are learning. Constant revisiting of learning

makes sure that teachers identify gaps in knowledge. For example, in mathematics, there is a sharp focus on making sure pupils are confident in manipulating numbers to ensure they have the necessary skills to solve mathematical problems. While leaders thoughtfully sequence knowledge in key stage 4, it is less evident in some subjects at key stage 3. This means that pupils do not always secure the depth of subject knowledge that they need to confidently apply this to new learning. They often rely too much on teachers to help them link ideas together.

Challenges in staffing and resources within the local area mean that pupils experience a significantly reduced timetable of face-to-face learning. While leaders make appropriate checks to ensure pupils are safe when not in school, the online education does not match the quality of the provision in school. This puts pupils at further risk of falling behind in their education if not resolved swiftly. The management committee is supportive of leaders by seeking additional support to bring about a resolution to this issue.

When pupils join the school, leaders swiftly identify any special educational needs and/or disabilities (SEND). Well-developed plans detail the support pupils require to learn well. All staff collaborate regularly to review pupils' progress and learning needs. This means strategies to support pupils are well implemented. Pupils read regularly and those who need additional help to read, receive it. This is improving pupils' confidence as well as their engagement with reading.

Leaders have thought carefully about developing pupils' understanding of the world around them. Lessons on keeping safe and healthy are responsive to safeguarding concerns as they arise. Visits from the police and other guest speakers educate pupils about the avoidance of exploitation and harm. Pupils in Year 11 receive intensive support to apply for college or apprenticeships. Work experience prepares pupils well for life beyond school. Leaders are currently widening the careers education for pupils in younger years.

All staff show great care and commitment to help every pupil to achieve their very best. They receive effective training to help manage the emotional needs of pupils. Precise planning ensures all staff know what action to take to help pupils identify how to regulate their behaviour and re-engage with learning. Seeing pupils succeed alongside a clear vision and sense of purpose, means that staff speak positively about the community of the school and supportive leadership team.

Safeguarding

The arrangements for safeguarding are effective.

Leaders are tenacious when resolving concerns around pupils' safety and welfare. Leaders maintain precise records which detail the swift and effective communication that leaders maintain with external professionals. Twice-daily meetings keep all staff updated with the ongoing support in place for every pupil. There are clear processes that staff exactly follow when pupils either do not attend or are late to school. Staff receive regular training to spot the signs that pupils may be at risk. Leaders complete appropriate checks when recruiting new staff.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Currently, pupils are not able to attend school on a full-time basis due to a lack of staffing and resources. This puts pupils at risk of falling behind in their education and not making a successful transition back into mainstream school. Leaders, in working with the local authority, must take urgent action to seek and utilise resources to ensure that all pupils have a full and appropriate educational offer.
- Leaders have not ordered the important basic knowledge that pupils need to progressively know in all subjects. As a result, in key stage 3, some pupils struggle to form more complex ideas as teachers do not always break down learning into smaller steps. Leaders must ensure that the curriculum builds knowledge in a coherent way so that gaps in knowledge can be closed systematically.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in December 2013.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	135894
Local authority	Surrey
Inspection number	10256544
Type of school	Pupil referral unit
School category	Pupil referral unit
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	33
Appropriate authority	Local authority
Chair	Steve Price (Chair of management committee)
Headteacher	Paul Jackson
Website	www.northwest.surrey.sch.uk
Date of previous inspection	14 November 2017, under section 8 of the Education Act 2005

Information about this school

- The school is split across two sites. The Kingsway Centre is attended by pupils in key stage 3, and the Pyrford Centre is attended by pupils in key stage 4. However, due to staff shortages, the Kingsway Centre is currently not open full time so pupils in key stage 3 attend both sites.
- All pupils have SEND and a small percentage of pupils have an education, health and care plan.
- The school is an associate member of the Bourne Education Trust.
- The school makes use of two alternative providers for a small number of pupils.
- The school offers both six- and 12-week short-term placements and 24 full-time places for pupils that have been permanently excluded from mainstream school.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors met with a range of senior staff during the inspection, including the headteacher, subject leaders and members of the management committee, including the chair.
- The lead inspector also met with the school's improvement partner and a representative of the local authority.
- Inspectors carried out deep dives in these subjects: mathematics, English and history. They met with a range of staff and pupils. Inspectors made visits to lessons, looked at pupils' work and talked to them about it. Inspectors also completed additional lesson visits in cooking and physical education over the two days.
- Inspectors took account of 13 responses to Ofsted's staff survey and 10 responses to the pupil questionnaire.
- To gain the views of parents, inspectors talked to three of them on the telephone. They also considered the responses from the four parents who responded to Ofsted's online questionnaire, Parent View.
- A range of documentation was scrutinised, including the school's improvement plan and self-evaluation. Inspectors also considered the timetable arrangements for each pupil. Inspectors evaluated information related to pupils' behaviour and personalised support plans.
- To evaluate the effectiveness of safeguarding, inspectors viewed the school's website and policies, met with the designated safeguarding leads, spoke with pupils and staff, checked school records of safeguarding checks carried out on adults working at the school, and spoke with members of the management committee and the local authority.

Inspection team

Michelle Lower, lead inspector

His Majesty's Inspector

Sue Bzikot

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates:
<http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023