

# Inspection of an outstanding school: The Hope Service

Worplesdon Road, Guildford GU2 9RS

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Inspection dates:

31 October and 1 November 2023

## Outcome

The Hope Service continues to be an outstanding school.

## What is it like to attend this school?

Pupils flourish at this inspirational school. This is because of the nurturing relationships they form with staff as soon as they join. Pupils feel well understood as adults take care to really get to know them as unique individuals. Staff are described by pupils as being 'gold standard'. Highly specialised support, in every aspect of learning and development, helps to grow pupils' confidence. In response, pupils consider and realise their potential and aspire for a bright future when they leave the school.

Pupil voice is central to much of the school's work. Staff capture pupils' views at each stage when planning individual curriculum programmes. Pupils know exactly what staff expect of them. Carefully designed therapies, such as the walking group and yoga, help pupils learn a sense of calm when learning how to manage their emotional and mental health. Pupils take turns to cook meals from the delicious lunch menu they have collectively designed. These opportunities develop life skills but also a feeling of belonging. Staff and pupils take enormous joy from the learning they explore together. This is clearly reflected in the positive relationships with each other that are evident across the provision.

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

The school is unwavering in its commitment in helping pupils to thrive educationally while supporting their social and emotional well-being. When joining the school, staff take careful steps to construct an ambitious curriculum for every pupil. These plans are also informed by pupils' special educational needs and/or disabilities (SEND). Teachers communicate effectively with the pupils' designated schools to align learning to each pupil's mainstream education. Where appropriate, pupils study a range of ambitious qualifications in readiness for their next steps in education and employment.

Pupils learn English, mathematics, and personal, social, health and economic (PSHE) education. Teachers quickly identify and address gaps in what pupils know and understand. These gaps have often formed because pupils have missed a significant

amount of their education prior to joining the school. Learning helps pupils make connections between different ideas. Pupils use feedback to review and improve their work. They secure the knowledge and skills they need in preparation for their return to their designated schools. Pupils are articulate because staff ensure that pupils understand and use subject-specific language. Those that need additional support to read receive effective help to read with increasing fluency. All pupils practise reading every day, selecting books from the very well stocked library.

Expert staff, including health, medical and care professionals, deliver a highly effective programme designed to support pupils' mental and physical health. The school communicates effectively with all involved in the care and education of pupils. Continuous reviews of each pupil's therapy and activity programme ensure that support responds to individual needs. When pupils are too unwell to come to school, staff visit them in hospital or at home to provide much-needed support. When pupils are ready to leave the service, staff continue to provide outreach support to help sustain each pupil's positive progress.

The emphasis placed on personal development is exceptional. Pupils are active partners when designing opportunities to enrich and widen their learning and experiences. They practise trying new and exciting activities, such as horse riding or abseiling. Outdoor education helps pupils positively integrate into their communities. Cooking lessons, support to access public transport and driving theory practice are examples of how the provision helps ready pupils for adulthood. Preparedness for next steps is also enhanced by a well-planned and delivered careers programme. Pupils receive personalised support to apply for colleges and suitable apprenticeships. They also learn about keeping themselves healthy and safe through a sensitive PSHE curriculum taught by expert teachers. Pupils come to school regularly, because they do not want to miss out on learning through the wide offer open to them.

The school has a palpable air of serenity because staff are consistent with expectations around behaviour. Pupils learn the language they need to recognise and articulate their feelings. A co-constructed visitor charter sets out how pupils wish to interact with new people. The school empowers pupils to have clear sense of self-identity and autonomy.

Leaders continuously review their practice to ensure that the school has the intended impact of transforming pupils' lives. They have widened the expertise of the management committee to ensure a sharper focus on education. Staff receive effective training to further their professional development. The school extends a significant amount of expert advice and support to the wider community through their outreach work and parent workshop offer. Parents and carers credit the school for giving their child hope for a positive and healthy future.

## **Safeguarding**

The arrangements for safeguarding are effective.

## Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. 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 first ungraded inspection since we judged the school to be outstanding in May 2018.

## 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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	134870
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10287989
<b>Type of school</b>	Pupil referral unit
<b>School category</b>	Pupil referral unit
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	0
<b>Of which, number on roll in the sixth form</b>	0
<b>Appropriate authority</b>	Local authority
<b>Chair</b>	Sue Christian
<b>Teacher in charge</b>	Juliet Roberts
<b>Website</b>	<a href="http://www.hopeservice.org.uk">www.hopeservice.org.uk</a>
<b>Dates of previous inspection</b>	1 and 2 May 2018, under section 5 of the Education Act 2005

## Information about this school

- The Hope Service is a multi-agency service for pupils aged 11 to 18 who have complex mental health, emotional, social and educational needs which cannot be met by one agency alone. It is a joint partnership between Surrey County Council and the Surrey and Borders Partnership NHS Foundation Trust.
- The school operates from two sites: Hope Guildford and Hope Epsom.
- Pupils can only be referred to the service through a social care or health route. Schools cannot refer pupils directly. In almost all cases where they have another placement, pupils remain on roll at their substantive schools. The service provides short-term placements, usually between six and 12 months in length.
- The integrated leadership structure and team incorporate professionals from a range of agencies and disciplines. This includes teachers, social workers, nurses, psychologists, therapists, psychiatrists and activity workers. The service manager line-manages the teacher in charge, who is responsible for the quality of education across both sites.

- The school does not use any alternative provision.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

## Information about this inspection

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with senior leaders, staff and pupils. The lead inspector also met with representatives of the management committee, including the chair. The lead inspector also spoke with a representative of the local authority.
- The inspection team carried out deep dives in these subjects: English, mathematics, and social, emotional and mental health support. They discussed the curriculum with subject leaders, therapists, activity leaders, teachers and pupils. They visited lessons and looked at samples of pupils' work.
- Inspectors considered the responses to the Ofsted Parent View questionnaire, including the free-text comments. They also took account of the responses to the confidential staff survey and gathered the views of staff and pupils throughout the inspection.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors reviewed and scrutinised a range of the school's documentation, including leaders' plans for improving the school, minutes of governor meetings and records of attendance and behaviour incidents.

## Inspection team

Michelle Payne, lead inspector

His Majesty's Inspector

Jo Petch

His Majesty's Inspector

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