



The Surrey Teaching Centre

Inspection Report

Unique Reference Number 134108
LEA Surrey LEA
Inspection number 282457
Inspection dates 22 March 2006 to 22 March 2006
Reporting inspector Greg Sorrell AI

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

Type of school	Pupil referral unit	School address	The Children's Trust
School category	Community		Tadworth Court
Age range of pupils	2 to 18		Tadworth KT20 5RU
Gender of pupils	Mixed	Telephone number	01737354006
Number on roll	19	Fax number	01737354006
Appropriate authority	The governing body	Chair of governors	Mrs Sally Jenkinson
Date of previous inspection	Not applicable	Headteacher	Mrs Sheila West

Age group 2 to 18	Inspection dates 22 March 2006 - 22 March 2006	Inspection number 282457
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

The Surrey Teaching Centre was set up as PRU providing for pupils with medical needs in April 2003 having previously been a hospital teaching service. It provides for education for pupils aged 2 - 18 who have profound and multiple learning difficulties and complex medical needs (PMLD) and those that require support for rehabilitation programmes following a recently acquired brain injury. The pupils, some of whom have a statement of special educational need and others undergoing assessment are normally resident within The Children's Trust, Tadworth (TCT), an independent trust which specialises in the care of profoundly disabled children and in rehabilitation programmes for children with a recently acquired brain injury. Half of the pupils have PMLD and half are following a rehabilitation programme within TCT.

Pupils arrive from the south-east area of England and sometimes from abroad. They are admitted and leave at various times during the year and stay for varying amounts of time: some pupils attend for short periods and return, longer term placements range from 3 months to two years and above. The majority of pupils have White British heritage and one has English as an additional language. There are 11 boys and 8 girls currently on roll.

The centre's main aim is to return the pupils to full-time education. It is part of a recently formed federation and has not previously been inspected.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

The Surrey Teaching Centre provides well for its pupils and provides good value for money.

The headteacher, supported by her senior management team provide good leadership and management. The management committee performs its role effectively. The ethos of the centre is extremely positive, enables the pupils to achieve well and is typified by highly effective multi-professional teamwork. The centre is successful in enabling pupils to return to full-time education wherever possible.

Teaching is good overall and some is outstanding. Teaching assistants make a significant contribution to ensuring that pupils' needs are met and their well-being is assured. All staff work hard to provide experiences that promote achievement and enjoyment. Occasionally, some lesson planning lacks the close precision generally evident throughout the centre. Specialist educational and therapeutic support for pupils is very effective, irrespective of ethnic origin, medical need or special educational need.

The curriculum is good and best use is made of the necessarily limited time available to teach. There is a good emphasis on literacy, numeracy and personal, social and health education (PSHE). The staff make good use of the excellent accommodation. Accredited courses for older pupils are not currently available, although the centre has this matter in hand. A good range of additional activities are offered that make an important contribution to all pupils' social, cultural and physical development.

In a relatively short time, the centre has made good progress in becoming established. Significant progress has been made by the senior management team although their monitoring role through the centre's self-evaluation processes could be strengthened further. The centre has a good capacity to improve and to continue to raise the achievement of all pupils.

Effectiveness and efficiency of the sixth form

Grade: 2

The Surrey Teaching Centre does not operate a sixth form. It provides appropriately for its pupils on an individual basis and occasionally in groups with Key Stage 4 pupils.

What the school should do to improve further

- * Ensure that all lesson planning is as precise as the best practice within the centre;
- * Extend self-evaluation procedures to fully involve those with management responsibilities.

Achievement and standards

Grade: 2

The pupils achieve well during the time at the centre. This achievement is due to very relevant attention to their needs in all areas of learning, particularly communication, language and literacy. Achievement in mathematics, science, information and communication technology (ICT) and personal, social and health education (PSHE) is also good. The information gathered about pupils' development is comprehensive and involves parents, carers and multi-professional assessments that inform their learning programmes. These partners in assessment continue to play an important role in the development of all pupils during their time at the centre.

Pupils are set realistic individual targets that are reviewed monthly and their curriculum targets are reviewed on a half-termly basis. The link between these targets and the planned programmes pupils follow in class is very clear for most pupils: occasionally, the connection is less evident and as a result lessons are not so focussed. The progress of pupils with PMLD is good and the majority achieve the targets set by teachers. Some pupils with acquired brain injury achieve National Curriculum levels ranging from 1 to 6. Inevitably, due to the nature of some pupils' medical needs targets set may not be achieved. Where this happens, teachers review the immediate condition of the pupils and revise the targets that are achievable yet remain challenging. By the time pupils leave the centre they are well prepared for the next stage of their education. There are no significant differences in the achievements of any particular group, including gender, different ethnic origins or special educational need. The pupils achieve well in relation to suitably challenging targets set in their individual education plans. In response to pre-inspection parental questionnaire, parents and carers reported that they were very satisfied with their child's progress.

Personal development and well-being

Grade: 1

The centre grades itself as outstanding in this respect, and the inspection confirms this view. Pupils' attendance is excellent and is only interrupted by their medical rehabilitation programmes and therapy. On arrival to the centre, there is a striking impression of purposeful activity, attention to individuals' needs and excellent relationships. The pupils respond very well to the high expectations held for them. By the time they leave the centre, they are very well prepared for their next school or college.

In lessons, the pupils express preferences and communicate their choices verbally or by use of symbols and gesture. Behaviour is excellent in lessons and during break times when they mix socially with their peers for drinks. Where possible, the pupils show appreciation of others' work, for example, in English the pupils enjoyed the role play acted out to emphasise the importance of facial expression and body language. Where appropriate, pupils are given responsibilities including work experience within TCT for older pupils.

The pupils' spiritual, moral, social and cultural development is good. They respond well to experiences the school provides. For example, in assemblies, they are offered moments to celebrate festivals of a range of faiths and the achievements of others. Pupils' visits to the local community enable them to regain confidence and also socialise with others at local schools. Their cultural development benefits from participation in creative arts such as music and drama from a wide range of cultures.

Quality of provision

Teaching and learning

Grade: 2

The inspection findings agree with the views of parents and the school itself that the quality of teaching and learning is good.

Relationships between teachers, teaching assistants and other specialists are excellent. Observation of lessons and planning files also demonstrates there is widespread good practice and some that is outstanding. Planning and assessment are good and play an important part in meeting individual needs and the promotion of effective learning. Increasingly, all staff make effective use of ICT. Relationships with pupils are also strong and significantly aided by effective communication. The pupils respond well to praise and prompt feedback to re-inforce learning. For example, they are frequently praised for 'good listening and good looking' when paying attention to staff. Acutely aware of the need to rebuild confidence in pupils with acquired brain injury, the staff adopt an 'errorless learning approach' to maximise opportunities for success. Occasionally, the quality of teaching is less effective, though nonetheless satisfactory. This is due to a lack of precision in planning that is commonplace elsewhere. Many staff have expertise in subjects such as English, ICT, art and drama. This specialist knowledge is used to good effect when planning the curriculum.

The close working relationship between teachers and other staff is a key feature of successful learning. Teaching assistants are well briefed and have developed appropriate support skills to ensure that opportunities to learn are maximised. For example, they observe the learners' responses very closely and make timely interventions so that learning is enabled and not halted by unnecessary help. In addition to accessing a comprehensive programme of continuing professional development, some teaching assistants are undertaking further studies at a local university.

Other specialist expertise, such as that provided by therapists is very well integrated into the pupils' programmes. There is a free exchange of skills and knowledge between professionals that results in very effective learning experiences.

Curriculum and other activities

Grade: 2

The curriculum is good with many strengths, notably its flexibility and the attention given to communication. The centre has made effective use of national strategies and guidance to produce relevant schemes of work that maximise the extensive skills of

staff, resources, time available and accommodation. A great emphasis is given to first hand experiences that maximise opportunities for learning and the development of independence.

The curriculum has a strong focus on literacy, numeracy, ICT and PSHE and citizenship. Other aspects of the National Curriculum are addressed through topics with an emphasis on science. The curriculum for pupils with PMLD is delivered using a multi-sensory approach. All pupils have access to a range of physical activities, some of which are off-site, that contribute to their health and social development.

As yet, there are no opportunities for formal accreditation although the centre has planning in place to address this provision. Relevant vocational education is provided by access to careers education and guidance. Links with local schools also prepare pupils well for going back to school. The accommodation, based within the TCT is excellent and has a considerable impact upon the pupils' achievements and the ability for truly integrated education and care provision.

Care, guidance and support

Grade: 1

The quality of care, advice and guidance to safeguard learners is excellent. The centre places a very high value of ensuring all learners receive the best possible provision. Policies and procedures, such as IEP's and the curriculum are reviewed on a regular basis and have relevance in the classroom and at other times. The impact of this approach is that the pupils are assisted in achieving maximum independence with appropriate support.

Child protection procedures are well known by all staff and induction for new staff ensures that all are acutely aware of their importance. Recent training has focused upon the effects of brain injury and effective care and handling of all pupils. All staff show high levels of respect for pupils' dignity and independence.

Parents agree that their children are safe and well cared for and they appreciate the commitment shown by all staff. Staff remain vigilant at all times to ensure a safe environment and any incidents are properly recorded and followed up. Observations during inspection indicate that the pupils feel safe and grow in confidence as a result.

Links with external agencies, such as careers guidance, speech and language therapy, physiotherapy, occupational therapy, sensory impairment advice and social services are very well established so that additional support and guidance are provided as required. Parents overwhelmingly report that communication between them and school staff is effective in receiving information about welfare and progress.

Leadership and management

Grade: 2

The headteacher gives good leadership and is well supported by her senior managers. Collectively, they have a good awareness of the centre's strengths and weaknesses.

Firmly established performance management for all staff, is effective in maintaining and improving the school's overall provision. Prompt action is taken to secure improvement, for example, monitoring of pupils' progress in relation to their individual targets resulted in appropriate intervention and support for one specific group of pupils. All staff are aware of the high expectations held for them.

The management of relationships with other professionals, agencies, carers and parents is excellent. This ensures the provision remains focused on the needs of pupils. Strong encouragement of parental involvement is also evident in enabling them to support their children.

The centre has a good range of self-review procedures that assist in the creation of its development plan. The headteacher consults widely when reviewing overall effectiveness. She has recognised that the role of other managers in the process, as all teachers are, is underdeveloped. Current priorities, such as assessment and monitoring are relevant and designed to raise the achievement of pupils and prepare them for moving on. Some developments, however, lack a clear indication of cost and measurable outcomes. Although the management committee is closely involved in all aspects of development, their monitoring role is not sufficiently acknowledged in the plan itself. In view of the progress made since its recent opening, the centre's capacity for further improvement is good.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	2
How well does the school work in partnership with others to promote learners' well-being?	1	1
The quality and standards in foundation stage	NA	
The effectiveness of the school's self-evaluation	2	2
The capacity to make any necessary improvements	Yes	Yes
Effective steps have been taken to promote improvement since the last inspection	NA	NA

Achievement and standards

How well do learners achieve?	2	2
The standards ¹ reached by learners	4	4
How well learners make progress, taking account of any significant variations between groups of learners	2	2
How well learners with learning difficulties and disabilities make progress	2	

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	1
The extent of learners' spiritual, moral, social and cultural development	2	
The behaviour of learners	1	
The attendance of learners	1	
How well learners enjoy their education	2	
The extent to which learners adopt safe practices	2	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners make a positive contribution to the community	2	
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	2
How well are learners cared for, guided and supported?	1	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	
How effectively and efficiently resources are deployed to achieve value for money	2	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
The adequacy and suitability of staff to ensure that learners are protected	Yes	Yes

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

Text from letter to pupils explaining the findings of the inspection

Pupils

Thank you for making me welcome when I came to visit you earlier this week.

I agree with the staff and your parents that The Surrey Teaching Centre provides you with a good education. The centre is a friendly place to be and I can see that you are helped to settle in by all the staff. The teachers and all other staff work hard for you and this helps you to do well in lessons, especially improving your literacy, mathematics and in communicating with everyone around you. You get on well with the staff and do your very best to see that everyone can get on and learn in class. At break-time and in class I saw that you enjoy your lessons and other activities. I was very pleased to see the many different things you do during the day, especially using the computer and performing role play in English. You also have lots of other exciting things like art, swimming and horse-riding.

There are only a few things that I think your school could do to improve. One is to be sure that all your lessons take full account of all your needs: most of them do now. And the other is for more staff to play a bigger part in looking at how well the centre is doing. These things will help the centre to add to all the really good things that happen already.

Yours sincerely

Greg Sorrell

Lead Inspector