



St Peter's Teaching Centre

Inspection Report

Unique Reference Number 134109
LEA Surrey LEA
Inspection number 282458
Inspection dates 8 February 2006 to 8 February 2006
Reporting inspector Michael Farrell AI

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

Type of school	Special	School address	Children's Ward
School category	Pupil referral unit		St Peter's Hospital
Age range of pupils	5 to 16		Chertsey KT16 0PZ
Gender of pupils	Mixed	Telephone number	01932 874761
Number on roll	8	Fax number	01932 874761
Appropriate authority	The governing body	Chair of governors	Mrs Joanna Dymott
Date of previous inspection	Not applicable	Headteacher	Mrs Jo Ashworth

Age group	Inspection dates	Inspection number
5 to 16	8 February 2006 - 8 February 2006	282458

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

St. Peter's Teaching Centre, a pupil referral unit (PRU) situated adjacent to the children's ward in St. Peter's Hospital, Chertsey, was formed in 2003 on the redesignation of the former hospital school. It educates boys and girls with medical needs. A major aim of the PRU is to return learners to mainstream education and the maximum length of stay is about two terms and often much shorter. Accommodation is limited both for learning and for administration but best use is made of it to create a welcoming, pleasant and stimulating environment. The great majority of learners are from white British backgrounds. There are two pupils with statements of special educational need. This is the Centre's first inspection.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Although the Centre, being cautious for its first inspection, considers that the quality of education it provides is satisfactory, it is, in fact, good. Learners, often beginning from a low starting point, achieve well and make good progress, some older students pass General Certificate of Secondary Education (GCSE) or go on to study at the local college. Learners' personal development is good. Their spiritual, moral and social development is good and cultural development is satisfactory. Pupils attend regularly, have very positive attitudes to their work and behave well. They feel safe, are aware of healthy lifestyles, contribute well to the hospital community and develop skills that help their economic understanding. Teaching and learning are good. Work is well pitched to the age and level of learning of each pupil and flexible use is made of whole class, small group and individual work as necessary. The curriculum is satisfactory. However, staff have insufficient knowledge about the particular subjects part time pupils study when they attend their mainstream schools and therefore cannot always ensure consistent coverage of all subjects. Pupils have a limited knowledge of different traditions found in Britain today because opportunities to develop it are infrequent. The care, guidance and support of learners are good. Staff are sensitive to the needs of learners without being over protective. Child protection procedures are securely in place and careful attention is given to the safety of pupils. Leadership and management are good, giving a strong sense of direction and encouraging the good progress and achievement of pupils. The Centre offers good value for money. The staff have the capacity to improve further and are clear about what needs to be done to improve.

What the school should do to improve further

* Improve curricular planning links with mainstream schools to ensure that, for part time pupils, their educational package includes all subjects.* Improve pupils' cultural understanding so they have a secure grasp of life in a diverse society.

Achievement and standards

Grade: 2

Because pupils have often missed considerable periods of schooling, their attainment tends to be lower than is typical for those of the same age. However, some pupils attain GCSE examination passes comparable with students of the same age. Other students go on to the local college or the 'not school' programme. Given their prior levels of learning, learners make good progress and achieve well. They reach the suitably challenging targets that are set with them individually. Good academic progress coupled with improvement in their self- esteem leads to most pupils being able to return to mainstream school. There are no significant differences in the achievements of boys and girls. Pupils from ethnic minorities and pupils with particular disabilities or special educational needs, all make good progress.

Personal development and well-being

Grade: 2

The learners have a good understanding of spirituality reflected in their positive self-awareness and self-esteem. Moral and social developments are good. While cultural development is satisfactory, pupils have limited understanding of the different traditions found in Britain today. The attitudes of pupils to their learning are very good and they are keen and interested in lessons. They enjoy school, are kind to each other and behave with consideration and respect towards other pupils and staff. Attendance is good. Learners act sensibly and with due attention to safety, for example, taking care moving safely round an oxygen cylinder used by one pupil. They are aware of healthy eating and enjoy the fruit that is made available at break times. Learners also participate eagerly in the Centre's fitness programme. They make positive contributions to the hospital community. One pupil has made decorated memory boxes as keepsakes for the bereaved parents of babies who died in the baby care unit. Learners develop appropriate skills related to economic well-being such as the use of information and communication technology (ICT) and numeracy as well as, depending on age, participating in work experience.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. Activities are well chosen to capture the interest of learners. In an art lesson each pupil had thoughtfully chosen a different portrait as a stimulus for their own work. The flexible use of class, group and individual work and the good use of stimulating resources take into account the pupils' wide age range and different levels of previous learning. The careful records of individual progress help the staff to pitch work at the right level. The learners are fully involved in evaluating their progress against clear learning objectives. ICT is used well to enhance learning. In a literacy lesson the interactive white board was used effectively to illustrate the task of preparing a Powerpoint presentation. The pupils then worked competently on their own presentations. The very good relationships between learners and staff contribute strongly to good progress because the pupils are keen to do their best.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. In accommodation that is limited, but used well, the Centre provides a satisfactory range of activities with due attention to literacy, numeracy and personal, social and health education. Programmes of study in English are particularly well developed and suitably flexible to meet the needs of pupils. Practical skills are developed through art and science and the Centre uses visitors and visits very well to enhance learning. During the inspection, there was a popular visit of a 'pets as therapy' dog. Although there is some provision to encourage cultural

development, for example work on life in Bolivia as part of a project, it is not sufficiently emphasised. While pastoral links with mainstream schools are strong, curriculum links are not as developed so that the Centre is not able to ensure that, for part time pupils, their overall curriculum covers all subject areas.

Care, guidance and support

Grade: 2

The care, guidance and support provided are good and the Centre has recently achieved the Healthy Schools Award. Staff are very sensitive to the learning and medical needs of learners, providing suitable care without being over protective. Careful guidance is given on progress in each lesson through the use of evaluations, which each learner completes. Assessments of the readiness of pupils to return to mainstream schools are used well. The Connexions personal advisor for careers provides valued support and advice for older pupils. Transition to mainstream school, to college or to 'not school' programmes is well managed so that each pupil is well prepared for the changes. The Centre works closely with colleagues and services placing great emphasis on working with other agencies. Parents receive clear termly reports of progress in all subjects. Child protection procedures are securely in place and training is provided and updated as necessary for staff, volunteers and medical mentors. Risk assessments are carried out with care. The Centre works effectively with the hospital to ensure the pupil's safety and security.

Leadership and management

Grade: 2

The leadership and management of the Centre are good. The management committee are supportive and challenging and the Centre speaks appreciatively of the support it receives from the local authority. The Head of Centre, well supported by her staff, provides a clear sense of direction. This is complemented by well-focused training, which is given a high priority in the light of the changing medical and psychological needs of the learners. Staff are committed to promoting high aspirations for learning and good standards of care, support and guidance. Although the Centre is modest in its self-evaluation, the process is effective because it is comprehensive and thorough. It helps identify areas for development, for example when lesson observations by the Head of Centre led to further training in ICT for staff, which has contributed to significant improvements. Learners, parents and others are closely consulted about the Centre and their views are listened to and acted upon as appropriate. Parents greatly value the work of the Centre, one saying that she was, 'very pleased' with what was provided, another writing that her daughter 'loves being there'. Mainstream schools also speak highly of the work of the Centre and of the care it takes to form close pastoral links with the learner's home school. One school describes the Centre's support as, 'very good' and its reports as 'very helpful'. The Centre is adequately staffed and well resourced to support learning. These resources are well deployed to give good value for money as indicated in the success of the Centre in returning pupils to

mainstream. The leadership and management contribute very well to the Centre's capacity to improve further.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

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
--	-----------------------	--------------

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	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

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

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

Thank you for making me feel so welcome when I inspected your Centre and for speaking to me about your experiences there.

St. Peter's provides a good education for pupils. The Centre does many things well. You said the teachers were 'always nice to you' and told me about some of your favourite subjects. St. Peter's is also well led and teaching and learning are good. The staff encourage your personal development well and provide good levels of care and support.

There are a few things that can be done even better. I have asked the staff to make sure that they look at the range of activities you do in St. Peter's and in mainstream schools to make sure you experience a good range of subjects. Also I have asked for the Centre to provide more opportunities for you to study the different traditions in Britain today. When staff ask you about your views on how these are developing I am sure you will want to let them know what you think and help them in any way you can to make the Centre even better. Thank you again and every good wish for the future.