



# The SMART Centre

## Inspection Report

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**Unique Reference Number** 133754  
**Local Authority** Merton  
**Inspection number** 294654  
**Inspection date** 9 January 2007  
**Reporting inspector** James Bowden

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

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<b>Type of school</b>	Special	<b>School address</b>	Canterbury Centre
<b>School category</b>	Pupil referral unit		Canterbury Road
<b>Age range of pupils</b>	11–16		Morden SM4 6PT
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	020 8241 2005
<b>Number on roll (school)</b>	42	<b>Fax number</b>	020 8286 6660
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mrs Stella Croissant
		<b>Headteacher</b>	Mrs Sandy Waugh
<b>Date of previous school inspection</b>	15 November 2005		

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<b>Age group</b>	<b>Inspection date</b>	<b>Inspection number</b>
11–16	9 January 2007	294654

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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

The centre serves the whole of Merton local authority and provides temporary education for secondary age students who have been permanently excluded from mainstream school, those who are risk of exclusion and those who are unable to attend their mainstream school because of medical concerns. If appropriate, home tuition is also provided. The centre has recently completed its move to one site.

Students come from an area with moderate levels of deprivation and have a variety of social and economic backgrounds. Some can often display extreme and challenging behaviour. There are generally more boys than girls on roll throughout the school year. Some are solely on the roll of the centre, many are dually registered with the centre and a mainstream school and others are on the roll of other providers. The nature of the intake changes throughout the course of a year.

Currently, three students have a statement of special educational need mainly for moderate learning difficulties. Four students are looked after by the local authority. Approximately a third of students are from ethnic minorities, mainly mixed or black Caribbean background.

Staff turnover has been high over the previous two years and two positions remain to be filled by full-time contracted teachers.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

The centre is improving and becoming more effective in meeting its core aim of improving students' performance. It now provides a satisfactory standard of education and is poised to develop further. Standards have improved. Students' achievement and progress are now satisfactory and GCSE results have improved. In 2006 all but one Year 11 student continued into further education or work based training. The centre works very well in partnership with others to provide students with a clear sense of purpose and direction. There are clear protocols for the placement of students at the centre and an active placement panel involving secondary head teachers from mainstream schools in the local authority. Parents are invited to be involved and they value the provision offered.

Students' personal development is now satisfactory overall. The centre has worked hard to improve attendance and new procedures have been put in place. As a result, attendance is now satisfactory. Students enjoy their education and the supportive ethos at the centre. They feel safe and say all get along together well. If there are issues to be resolved in this respect, they say the centre acts accordingly. An ex-student wrote, 'I would like to come back to the SMART Centre to talk to the children about how I used to be and how it changed me to a better person.' Though students take an active part in physical education sessions they are not always eating healthily whilst at the centre.

The quality of teaching and learning are satisfactory. Planning for learning is now more consistent and the quality of marking has improved. However, the work set is not always planned well enough to meet the needs of higher attaining students. Behaviour in lessons is good and effective teacher students working relationships underpin the quality of learning. Students appreciate the individual help they receive in lessons. The curriculum has improved since the previous inspection and now provides a better framework in which students are able to make progress. As a result, younger students are enabled to reintegrate into mainstream school or other specialist education and older students are enabled to move on to further education or work-based training. The quality of care, guidance and support for students is satisfactory overall. Pastoral guidance and procedures for personal safety are strong. Students with learning difficulties and disabilities receive support appropriate for their needs. New procedures for the assessment and tracking of students' progress have been introduced but are not yet fully effective across the full age range of students.

As a result of a comprehensive staffing review led by the head teacher there is a newly formed leadership group, which is developing well in setting a clear direction and focus for the work of the centre. Leadership is well aware of strengths and weaknesses as a result of improved monitoring and evaluation, for example, in teaching and learning. Self-evaluation is accurate but there is a tendency to focus on provision rather than outcomes in terms of the progress students make. Nevertheless, the inspection agrees with the centre's judgements and the areas it has identified for improvement. The management committee is developing well as a critical and supportive friend of the centre.

In light of the centre's improving track record in improving students' performance, the improvements in areas identified at the previous inspection and the clear direction set by the new leadership team the centre has good capacity to improve further.

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the centre no longer requires significant improvement.

### **What the school should do to improve further**

- Ensure planning enables the full ability range of students to be challenged in lessons.
- Sharpen up procedures for the tracking and monitoring of progress made by all students.
- Ensure students develop healthier lifestyles whilst at the centre.

## **Achievement and standards**

### **Grade: 3**

Standards on entry are variable but many start with attainment that is below average. This is a result of poor attendance, negative experiences of mainstream education or, for some, medical concerns. Whilst at the centre all students make satisfactory progress in their learning. Many younger students, as well as those with medical concerns, are successfully enabled to reintegrate to mainstream or specialist provision. Older students follow GCSE courses at the centre. In 2006, GCSE results improved over the previous year. Fifty per cent achieved a 'C' grade or above in both English Language and English Literature and in mathematics 38% achieved a 'C' grade or above. A student commented how the centre was successfully supporting him in producing his GCSE coursework.

## **Personal development and well-being**

### **Grade: 3**

Students' personal development is satisfactory overall and is much improved since the previous inspection. Attendance rates have improved and are now satisfactory; for many students attendance is significantly higher than it was in their mainstream school. As a result of the commitment and dedication of teachers and other adults, the centre improves students' motivation and their self-esteem. Students' spiritual, social, moral and cultural development is satisfactory, planned weekly assemblies being particularly useful in this respect. Behaviour is good and students get along well together and with their teachers and other adults. Students feel safe, enjoy their education and appreciate the support they receive. They take part in weekly planned physical activities and understand the importance of healthy lifestyles. However, the lack of an on-site dining facility means students are not eating healthily as arrangements include some being allowed offsite to buy their own lunches. Some also smoke on site at breaks and lunchtimes. Students have opportunities to make a satisfactory contribution to local community and there is a developing school council in which they can take an active part. Students are satisfactorily developing skills for their future economic well-being

as a result of opportunities for work experience, the support of outside agencies and the curriculum focus on improving their key skills.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Learning aims are made clear at the start of lessons thus students are aware of what is expected of them. There is consistency in planning for learning and work is generally suitable and matched to the needs of students. However, on occasions, higher attaining students are not challenged enough and, as a consequence, finish their tasks quickly thus having to wait until others catch up. Teachers are adept at using questions effectively, which helps keep students on task as well as testing their knowledge and understanding. Work is generally well marked and useful comments tell students what they need to do to improve. Teachers manage students well. In the best lessons, good working relationships underpin the quality of learning, for example, in a Year 11 English lesson, students worked well as small groups when identifying examples of 'figurative' language. Though the pace of lessons is usually purposeful there are occasions when the start of lessons is too slow and students take too long to settle down.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is satisfactory and provides a framework for students to improve so that they can rejoin mainstream education and progress to further education or work. There is appropriate breadth and balance that reflects what is offered in mainstream schools, particularly in Years 10 and 11 and for those students with medical concerns. There are a range of GCSE courses as well as a personal, social and health education programme, tutorial time and opportunities for outside visits and a programme of visitors to the school. This all enhances the quality of students' personal development as well as their academic progress. The short-term placement of students in Years 7 to 9 makes it difficult to offer the breadth of curriculum available in mainstream school but they are enabled to reintegrate successfully as a result of the courses they follow. There is effective use of ICT to support teaching and learning in most subjects and there is a GCSE course on offer for older students. However, in Years 7 to 9 there is no discrete course offered, which inhibits the progress they make.

### **Care, guidance and support**

#### **Grade: 3**

The centre provides a safe, caring and supportive environment where students develop their personal qualities and make clear progress towards the targets set for them in their personal learning plans. Regular reviews and tutorial sessions provide extra suitable guidance and the centre works closely with specialist outside agencies, which enhances the effectiveness of support for all students. A parent wrote to the centre,

'I only hope that when my child does go to school there are caring individuals such as yourselves.' Provision for health and safety is very strong. Child protection and risk assessment procedures are securely in place and all staff are aware of their responsibilities.

Using assessment data available from the 'home' schools, the centre establishes students' academic and personal needs and provides them with a personal learning plan. These are reviewed on a regular basis but academic targets are not always sharp enough. For older students the centre is now identifying predicted GCSE grades for individual students as a result of newly developed assessment procedures. These are discussed with students and their parents at termly academic review days. Effective tracking and monitoring of all students' progress is not yet fully in place.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The leadership team are aware of the strengths and weaknesses and areas for development of the centre as a result of improved monitoring and evaluation of overall provision. The recently completed staffing review has set a clear direction for the development of provision and is ensuring students' achievements are the key focus of the centre's work. The head teacher has continued to be a driving force for improvement now that the centre has completed its move to one site. New structures for monitoring and evaluation have been put in place and the centre is now in a position to successfully build on these. There is a strong ethos of fairness and equality of opportunity in which every student matters. Resources, including a new ICT suite, are deployed and used effectively to promote students' progress. The management committee is developing its role well as a critical and supportive friend of the centre.





## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	3
The extent to which learners adopt healthy lifestyles	4
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

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

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

You may remember that I visited you for a day recently. I saw some of you working in lessons, in other activities and I had a chat with a group of you to seek your opinions on the education provided for you. Thank you very much for making me feel welcome. When the centre was last inspected it was told it had to make improvements because it was not providing an effective education for you. Since then there have been improvements. You now benefit from a satisfactory quality of education. Most of you enjoy your education and value the support you are given. I have prepared a list of what is good about your education and another with some things that could be better.

The things that are done well for you:

- The head teacher and her staff make sure you are safe and very well cared for.
- They have your best interests at heart and make every effort to make sure you will be able to do well in the future.
- The curriculum and other activities help your personal development and make your education interesting.
- The head teacher has plans to make things even better for you.

These are the areas where improvements are needed:

- Some of you need to be doing more difficult and challenging work in lessons.
- The centre needs to make sure it tracks the progress made by all of you.
- Both you and the centre need to make sure you develop healthier lifestyles during your time there.

Once again, many thanks for your welcome and I would like to wish you all the best for your future.

James BowdenLead inspector