

# Abbey Manor College

## Inspection report

---

<b>Unique Reference Number</b>	130856
<b>Local Authority</b>	Lewisham
<b>Inspection number</b>	341042
<b>Inspection dates</b>	2–3 February 2010
<b>Reporting inspector</b>	Greg Sorrell

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

---

<b>Type of school</b>	Pupil referral unit
<b>School category</b>	Community
<b>Age range of pupils</b>	5–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	167
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jim Mallory
<b>Headteacher</b>	Liz Jones
<b>Date of previous school inspection</b>	5 June 2007
<b>School address</b>	40 Falmouth Close London SE12 8PJ
<b>Telephone number</b>	020 8297 7060
<b>Fax number</b>	020 8297 7095
<b>Email address</b>	info@lcpru.lewisham.sch.uk

---

<b>Age group</b>	5–16
<b>Inspection dates</b>	2–3 February 2010
<b>Inspection number</b>	341042

---

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## Introduction

This inspection was carried out by three additional inspectors. The inspectors spent 60% of their time looking at learning. They visited 18 lessons where they observed 16 members of staff and held meetings with managers and staff on all sites, the school council, and a representative of the management committee who is also a local authority officer. They also spoke informally with students, including some at the hospital. They observed the college's work at its three sites, and looked at a wide range of documentation, including its self-evaluation, development plan, a range of policies, external reviews, analysis of students' achievement and attendance, and a sample of students' files. Inspectors also considered the views expressed in 21 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the quality of students' learning and progress and the extent to which these are consistent across each site
- the impact of the college on students' attendance and levels of punctuality
- the curriculum's effectiveness in meeting the particular academic, vocational and behavioural needs of the students
- the effectiveness of leaders at all levels in promoting students' well-being and driving improvement.

## Information about the school

Abbey Manor College is a pupil referral unit that is part of the local authority's wider provision for those who are unable to attend school for a variety of reasons, including medical, social, behaviour or attendance-related issues. The vast majority of students have been permanently excluded or deemed at risk of being so. The college educates students across three sites and sometimes in students' own homes when necessary. The John Evelyn Campus seeks to reintegrate Key Stage 3 students back into mainstream settings and students with statements of special educational needs back into special schools. It also supports students who have been referred on medical grounds and students new to the area who have yet to be assigned a school place. The Broadoak Campus provides education for Key Stage 4 students for up to two years. A new provision for the college, since the last inspection, is the management of Lewisham Hospital School, which provides for learners of all ages who have medical needs, most of whom will only be there for a very short time. The college also supports pregnant schoolgirls in their own schools. Typically, there is high student mobility with half of the students joining at other than at the start of a key stage. More than half of the students are from one-parent families. Three quarters are from minority ethnic groups. A few students are also looked after children. Almost a quarter have involvement with the Youth Offending Service.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

### Main findings

Abbey Manor College is very successful in providing good quality education and outstanding care, guidance and support for its students. Students improve their attitudes to education and become more successful learners as a result. These outcomes occur with good consistency across all sites of the college and for the majority of students they mark a turning point in their lives. For those in hospital, they successfully maintain their studies as they receive medical support. The college is seen by students and their families as a second chance. One parent commented, 'My son's life has been turned around and he now has more direction and confidence.' This view was also endorsed by many students. Those students with medical needs draw confidence from the phased reintegration into full-time education. The college does not provide a 'soft option'. A key difference for most students is the smaller scale environment where they enjoy positive relationships with staff and in most cases with their peers. One commented, 'It's like a big family here and the staff treat us with respect.'

Students make good progress in their learning and their personal development. Although attainment is low on entry, as a result of responding well to what the college has to offer, students' attainment on leaving is broadly average. Their achievement in key skills of communication, use of number and information and communication technology improves rapidly. Almost all the students who left in 2009 went on to education, training or employment. Given their prior education history this represents significant achievement. Students make such good progress because of the high quality support they receive from college staff and other agencies. The teachers and teaching assistants motivate the students by providing a relevant curriculum that continues to improve. Good relationships between staff and students are founded on respect and empathy but also high expectations of work and behaviour. There is an effectively applied expectation that students demonstrate an increased ability to manage their own behaviours. Accurate self-evaluation has provided a secure foundation for good improvement since the previous inspection, particularly in relation to the curriculum at Key Stage 3 and teachers' expectations of students' literacy and numeracy. The tracking systems work generally well in ensuring that provision matches the needs of each student. This is especially so in relation to vocational studies, The setting of precise targets for students studying academic subjects, including key skills, is at an earlier stage of development and has yet to have the same exceptionally strong impact on their achievement.

Leaders are determined to continue this trend of improvement and have a good capacity to succeed. The executive headteacher has a driving ambition to seek improvements at all levels and has prioritised plans to improve the curriculum and its assessment through

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

the introduction of functional skills next year. The college's successful track record and confidence held by the local authority is recognised by extensions to its purpose since the last inspection.

Although lower than most schools, the attendance rate represents significant improvement for most students when compared with their attendance at their previous settings. The college leaders are not content with this and the drive to raise students' achievements is also evident in improving attendance levels. Nevertheless, a small minority of students, despite the best efforts of the staff, fail to attend often enough and thereby do not take advantage of all the college has to offer. Senior leaders have plans to extend further the college's engagement with parents and carers to secure improvements in this respect.

### **What does the school need to do to improve further?**

- In liaison with parents and carers, improve the outcomes for the minority of students who remain difficult to engage in education and fail to attend regularly, by emphasising the relationship between attendance and achievement.
- Enhance progress-tracking systems for academic subjects by making improved use of all entry information on students to set more precise learning targets, especially in the key skills of literacy and numeracy.

### **Outcomes for individuals and groups of pupils**

**2**

Students enjoy lessons and make the most of the opportunities provided. Despite the range of emotional and medical difficulties they have experienced prior to arriving at the college, they make good progress in their studies and personal development. This is true of all student groups, including those with statements of special educational needs and those from single-parent families. Attainment on entry is low overall, although this varies widely between students. As a result of responding well to what the college has to offer, students' attainment on leaving is broadly average when they leave. At Key Stage 3, students make good progress from their starting points. Some do even better than this, for example, making gains of one National Curriculum level in just two terms. Good progress continues in Key Stage 4. Achievement is particularly good in vocational subjects. In 2009, the large majority of students left with BTEC Diplomas or certificate accreditation at level 2. Their achievement in key skills of communication, use of number and information and communication technology, while good and improving, is less spectacular. Despite their emotional and behavioural needs, many students make a successful transition to schools or the Broadoak site. On all sites, including the hospital and medical programmes, effective arrangements enable some students to achieve good passes in their GCSE studies.

Students make good progress in improving their attitudes to learning as a result of the success they achieve. In an art and design lesson, one student commented, 'This is the best work I've ever done. I've only been here for four weeks and I've caught up already.' Self-management of their behaviour, supported by good strong relationships

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

with staff, means that few lessons are interrupted by poor behaviour. Students appreciate that staff are there to help and respond to their high expectations. On rare occasions where a student does not behave appropriately, staff respond promptly to minimise disruption. Students are aware of the college's systems of restorative justice, rewards and sanctions, to which most respond very well. A student volunteered the view that, 'Staff here treat you with respect so they get it back.'

Spiritual, moral, social and cultural development is good. Students gain an awareness of other cultures throughout the curriculum and the college is twinned with a school in Ghana. Bullying is rare and relationships are harmonious. Although a small minority of students have loyalties to rival gangs, these are not reflected in their relationships at college. In response to such issues, students contributed to a London-wide 'safer schools' initiative. Students' art has been exhibited in art galleries. Another powerful community contribution is made by digital design students developing posters for an anti-drugs campaign throughout Lewisham. The vast majority understand the requirements for a healthy lifestyle, although a few continue to smoke despite the college's smoking cessation classes.

A small minority of students are unpunctual at the start of day, although they manage to get to lessons on time once on site. The college council also allows students to express their views about college life and the catering students prepare meals for staff and peers three times a week. Work experience and visits to Paris and the local community support the students' personal development well.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> Taking into account: Pupils' attendance <sup>1</sup>	<b>3</b>          <b>4</b>
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Staff have good knowledge of their specialist subjects and give students relevant experiences in meaningful contexts. This is especially evident in Key Stage 4 vocational programmes which offer real-life experiences, for example, in hairdressing and catering. Staff enjoy good relationships with students and have high expectations of their behaviour, which is managed well. Teaching assistants are well-briefed about the lesson content and this helps them to offer appropriate guidance as well as motivation when concentration lapses. At the hospital, the quality of teaching is equally good due to an accurate view of students' capacity for academic work.

The key strength of the curriculum is its relevance to the students' needs. The vocational emphasis at Key Stage 4 is highly appropriate to the students' aspirations while the focus on key skills of literacy and numeracy ensures these important aspects are not under-emphasised. An appropriate balance is maintained between addressing students' behavioural and academic needs. The programmes are successful in enabling the students to make a smooth transfer to other schools or the main PRU campus depending on the needs. The curriculum for students at the hospital is very well matched to their needs and ability to study during treatment. Good attention is paid to ensuring that these students' curriculum is closely matched to what they have been learning at their own schools. Close curriculum partnerships are maintained with visits and by specialist professionals in the arts, media and local businesses.

The college knows its students well as a result of regular assessments on the academic progress and personal development. The outstanding level of care, guidance and support is carefully tailored to individuals and draws upon the extensive multi-agency partnerships, including social services, psychological professionals, the Child and Adolescent Mental Health Service (CAMHS), Youth Offending Service and the local authority's assessment service. Appropriate support is provided to pregnant students who are now maintained in their own school due to the closure of a specific unit. Reviews of students with special educational needs and looked after children are thorough. Students have regular access to learning mentors, counselling services and medical professions. Carefully constructed re-integration plans are effective in assisting students with medical needs back into education. All students benefit from appropriate careers education and guidance that prepares them well for education on leaving the college. The college is acutely aware of the need to secure regular attendance and deploys specific staff and strategies to achieve this end. For example, family-liaison staff seek to engage parents as partners. The recent recruitment of a social worker is another indicator of the importance attached to this aspect of the college's provision.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

*These are the grades for the quality of provision*

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>2</b>
	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher, with strong support from her team on all sites, has securely embedded an ambition throughout the college to provide a continually improving college. The wide-ranging functions of the college depend upon managers at different levels sharing the commitment to minimise the barriers experienced by the students while maximising the opportunities for success. All senior managers have well-defined roles in relation to the curriculum, achievement and students' welfare. Self-evaluation is effectively informed by informal and formal monitoring of classroom teaching, curriculum provision and students' achievements. Intervention by senior leaders is prompt and has resulted in improvements to the key skills programmes and PSHCE provision in Key Stage 3. Staff morale is high, as evidenced in discussions and responses to the pre-inspection questionnaire which were overwhelmingly positive. Additional comments included, 'We work as a team' 'the college is constantly changing to meet the needs of the students.' The management committee provides good support for the college. Its membership has relevant skills to monitor the effectiveness of the college within the local authority's strategy to improve provision for students out of school.

Safeguarding arrangements are good as a result of comprehensive risk assessments, staff vigilance and regular training. Strategies are very effectively tailored to meet the students' particular needs, for example through a strong partnership with the local drug and alcohol strategy team (DAST). The promotion of equality and tackling discrimination are strong features of the college's ethos and are supported by effective partnerships with other schools, external agencies and the local authority. The partnership with parents is good; despite this, the executive headteacher recognises scope for an even stronger engagement in the pursuit of further improvements in the attendance and achievement of a small minority of students.

The genuine commitment to enabling the students to make a positive contribution to their community by ensuring that they are not barred from a worthwhile education typifies the ethos of the college. It is at the leading edge of community cohesion and safer schools initiatives across London. Resources are used well and, when considered alongside the outcomes for its students, this represents good value for money.

*These are the grades for leadership and management*



**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Views of parents and carers

A few parents and carers returned pre-inspection questionnaires. The overwhelming view was positive about all aspects of the college's work. Comments included, 'My son has had nine difficult years because of his special educational needs, the PRU has given him a positive outlook towards learning.'

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of students registered at Abbey Manor College to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 21 completed questionnaires by the end of the on-site inspection. In total, there are 167 students registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	7	23	13	43	0	0	0	0
The school keeps my child safe	8	27	12	40	0	0	0	0
The school informs me about my child's progress	12	40	9	30	0	0	0	0
My child is making enough progress at this school	7	23	13	43	1	3	0	0
The teaching is good at this school	8	27	12	40	1	3	0	0
The school helps me to support my child's learning	7	23	14	47	0	0	0	0
The school helps my child to have a healthy lifestyle	5	17	15	50	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	7	23	14	47	0	0	0	0
The school meets my child's particular needs	8	27	13	43	0	0	0	0
The school deals effectively with unacceptable behaviour	8	27	10	33	0	0	0	0
The school takes account of my suggestions and concerns	9	30	11	37	0	0	0	0
The school is led and managed effectively	8	27	12	40	0	0	0	0
Overall, I am happy with my child's experience at this school	9	30	12	40	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



4 February 2010

Dear Students

Inspection of Abbey Manor College, Lewisham, SE12 8PJ

I am writing to all of you that receive education from Abbey Manor College, whether that be at Broadoak, the John Evelyn Centre, Lewisham Hospital, other schools or in your own home. Thank you for the welcome and help you gave us when we visited you recently. You told us that you enjoy Abbey Manor College and that you value the support and the teaching you receive from staff. We judge that the college provides you with a good education and outstanding care, guidance and support. The college provides you with good teaching and a curriculum that meets your needs. This prepares you well for moving on to new schools or colleges of further education to continue your good progress in your vocational studies.

The college is especially good at helping you to become more mature and confident in your own abilities. You told us that you feel safe and appreciate the guidance you get to help you make the right choices about your lives in all respects. We feel that the care, guidance and support you receive are outstanding and are managed well by the executive headteacher and other leaders on the different sites. You play your part, too, and we thought your behaviour and attitudes in and out of lessons was good. It is encouraging to note that most of you attend the college more often than you did school, but some of you can also play a much bigger part in the success of the college by attending more than you do. What is good for the college is good for you and it is clear that those of you who attend the best also achieve the most. You said that you like the small classes and the chance to talk to staff on your own. You are right to trust the staff as they have your best interests at heart. We were especially impressed by the ways in which you are trying to make Lewisham a safer place by using the skills you are learning at college. We also enjoyed tasting the healthy food prepared by the catering students. Improvements can be made so that Abbey Manor College can be an even better place. One thing is to work even harder with your parents and carers to improve the attendance of the students who are absent too often. The teaching staff can also make even better use of the information they have about those of you who are studying academic subjects and learning literacy and numeracy key skills so that they can set even more challenging targets for you to achieve.

Yours sincerely

Greg Sorrell

Lead Inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**