

Hope, Guildford

Inspection report

Unique Reference Number	134870
Local Authority	Surrey
Inspection number	341551
Inspection dates	16–17 November 2009
Reporting inspector	Bill Stoneham

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

Type of school	Pupil referral unit
School category	Pupil referral unit
Age range of pupils	11–18
Gender of pupils	Mixed
Number of pupils on the school roll	8
Appropriate authority	The governing body
Chair	Ms Sheila Jones
Headteacher	Ms Judith Sherington
Date of previous school inspection	6 December 2006
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Introduction

This inspection was carried out by one additional inspector. The inspector visited four lessons and spoke with governors, staff, students, past students, parents and local headteachers. The inspector observed the school's work and looked at various documents including the unit's business plan and its safeguarding policies. Questionnaires from staff, students and five parents were also looked at as part of the inspection.

The inspector reviewed many aspects of the school's work. He looked in detail at the following:

- the quality of teaching and learning
- levels of attainment and the extent to which students make progress
- how well the students are cared for, including the unit's safeguarding arrangements
- how well the curriculum meets the needs of each student
- the quality of the unit's partnership work.

Information about the school

Hope provides for young people who have complex needs involving mental health, education and social care. It operates for 52 weeks a year. Placements are usually for six months and numbers vary as young people start and leave at different times. Most placements are part-time and some young people remain on roll at a mainstream school. However, many are not on a school roll and their future educational placement is uncertain. The unit offers education and therapeutic care for students aged 11 to 16. Students aged 16 plus attend for therapeutic care and are supported to move into education, training and employment.

Provision is through a multi-agency approach consisting of the National Health Service, including the Child and Adolescent Mental Health Service (CAMHS), Surrey Children's Service and the Education Service. Hope has a multidisciplinary team of staff including nurses, social workers, specialist medical staff, teachers, therapists and activity workers. The young people come from a variety of social and economic backgrounds. The gender balance varies throughout the year. Most students are of White British origin. Many have had significant periods away from mainstream school and usually have special educational needs and/or disabilities, frequently supported with a statement of their particular need. Some students are in foster care or looked after by the local authority.

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?

1

The school's capacity for sustained improvement

1

Main findings

Hope Guildford offers an outstanding level of education and care. Many aspects of its work are of an outstanding quality and reflect the dedication and commitment of the staff who are determined to change and improve the life chances of young people who have often faced severe difficulties and traumas in their lives.

Many students join Hope with exceedingly low levels of prior attainment. A significant number will have histories of disturbed education. Some will have had long periods, of up to three years, of non-attendance. Allied to this, many face other severe barriers to learning, including health, social and behavioural difficulties. In these highly exceptional circumstances, the progress students make in their education and in their social and emotional development is quite staggering. The outcomes are far in excess of what might have been expected, given the students' starting points.

The very high quality of the individual outcomes is enhanced by other parts of the unit's work, especially the outstanding care, guidance and support offered. Assessment procedures are extremely thorough and cover all aspects of each student's well-being. The education, health and care professionals work in unison to ensure excellent outcomes. These endeavours are strongly supported by the outstanding work that is undertaken with a multitude of partners. The service works hard to ensure student safety and considerable emphasis is placed on encouraging healthy lifestyles. Safeguarding arrangements are outstanding. Much of the unit's work is undertaken offsite. Risk assessments are thorough, yet pragmatic, and risk assessments include evaluations of the activities to be undertaken, as well as assessing the risk associated with each individual student.

Other outstanding strengths are identifiable. These include the engagement of parents and carers, the quality of the curriculum and the effectiveness of the work to promote equality of opportunity and tackle discrimination. The progress made by the students is further helped by the good, and occasionally excellent, teaching offered. Staff work hard to tailor lessons to meet individual needs and assessment procedures are strong. However, during lessons, staff do not always seize opportunities to encourage the students to self- and peer-assess their work.

Since the previous inspection improvements have been made in achievement, attendance and behaviour. The unit has also been highly successful in reintegrating its students and has an outstanding record of improving the life chances of highly vulnerable young people. This track record of sustained improvement amply illustrates the ambition and drive of the excellent management team. Through rigorous self-evaluation the service knows its strengths and areas for development and plans

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carefully to address these issues. This illustrates well the outstanding capacity that the unit has to improve further.

What does the school need to do to improve further?

- Improve learning further by ensuring that in lessons and other activities the students are given opportunities to self- and peer-assess their progress and understanding during the session as well as at the end.

Outcomes for individuals and groups of pupils

2

In lessons and other learning activities the students behave well and show they are ready to learn. Despite their chequered education histories, in the lessons observed the students showed a willingness to learn and were enthusiastic about what they were doing; the students responded well to the challenges set.

Students joining the unit usually have very low levels of prior attainment. For some, there are no prior records, reflecting the acute level of disruption in their education. Data provided clearly show that those students who are reintegrated into full-time education return with improved records of attainment as well as being better equipped emotionally to cope with the demands of attending school. Those students who stay in the service until the end of Year 11 leave with a range of qualifications. The unit has a proud record of enabling students, including those who have special educational needs and/or disabilities and looked after children, to progress to further education or the world of work. For example, all students who left the service during the last academic year had a place in a school or college, or a work placement that involved training. This is a most impressive outcome, given the exceptional circumstances of the students. Some students even gained GCSE passes at grade C or above. This is another remarkable outcome given their circumstances.

Responsibility is encouraged well. Through their own council, the students are given a say in improving their community and making a contribution to the wider community. The students pick charities to support and have recently opted to help a charitable scheme based in Zimbabwe. Good arrangements are in place to inform the students about drug and alcohol misuse. The encouragement given to the students to develop healthy lifestyles is excellent. The students prepare and serve their own healthy lunches each day. They all participate in regular physical activities, which are usually offsite and delivered by professional coaches. During the inspection, the students participated in a county-wide conference on Staying Safe. This was a powerful and thought-provoking conference run by the emergency services. The students showed considerable maturity when watching some harrowing videos of road traffic accidents and their learning was well supported by follow-up sessions on their return to the unit.

These are the grades for pupils' outcomes

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Students learn well because they benefit from consistently good and careful teaching. The working relationships between staff and students are at least good. Students are encouraged to work independently but opportunities during lessons to assess their own work, and the work of others, are not always taken. Students' progress towards their various targets is rigorously monitored. The students reported that they believed they are well taught. This view is supported by parents and carers.

An outstanding curriculum meets the needs of all students extremely well. The curriculum is designed to meet individual needs. The excellent balance between academic study, vocational work, physical activity and therapeutic care enables each student to find their own niche and to develop at their own pace. This is significant in boosting confidence and helping the students to determine their future direction. A good contribution is made to the students' spiritual, moral, social and cultural development. The wide-ranging personal, social and health education programme helps their spiritual, moral and social development and the unit has worked well with external organisations, as well as through its own curriculum, to develop cultural awareness. Cultural themes are covered, for example, in art therapy as well as through events such as a planned visit from a Caribbean band.

The service provides an outstanding, caring and supportive environment. It is especially effective in the way it supports each individual student. Effective induction methods

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

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enable students to settle quickly into the daily routines and to understand the high expectations that the service has of them. All students receive excellent advice and guidance about how to live safer and healthier lives and about the opportunities that exist for them after they leave. The service's procedures for reducing absence are very good. They are thorough, detailed and most effective. The attendance rate is above average with a number of students able to boast 100% attendance records.

These are the grades for the quality of provision

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

How effective are leadership and management?

The excellent headteacher, ably supported by the unit's excellent and dedicated staff, has a clear focus on driving improvement. The staff are well supported by a good management committee. The management committee offers considerable support and encouragement but acknowledge that they need to hone their role as critical friends in terms of the education provided by the unit. Outcomes are outstanding but the committee and staff are continually seeking to improve these further and are keen to develop new experiences that will enhance and enrich the students' lives. The carefully planned and individualised nature of the curriculum bears testimony to this.

The service fully involves parents and carers in its work and keeps them well informed. A strength of the service is the excellence of its partnership work. The service maintains strong working relationships with many external agencies enabling significant enhancements to be made to the curriculum, as well as ensuring excellent health and social care, guidance and support, especially in terms of promoting personal well-being. The high-quality partnership work also ensures that specific help is available for particular students. Safeguarding procedures are outstanding. They are detailed and thorough and particular care is taken to ensure thorough risk assessments are undertaken for all offsite work. There is a strong determination to ensure that the students enjoy a varied and exciting education but in a safe setting. A strong focus on respect, rights and responsibilities underpins much of the service's work and this makes an excellent contribution to the promotion of equality and tackling discrimination. Good efforts have been made to promote community cohesion. The students make a valid contribution to their own community through their council and the daily target-setting meetings where the students set their own targets. Work with external agencies and international charities further supports community cohesion.

These are the grades for leadership and management

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The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Views of parents and carers

There was a high return rate of the parents' and carers' questionnaire. The respondents were usually positive and very supportive of the work being done. Although two respondents indicated that their child did not like school, both added that they were pleased with the work undertaken by Hope. One respondent felt that progress would be better if more homework was set. The overwhelming message to emerge is that parents and carers believe that the service is making a significant contribution to enhancing the students' life chances and is helping the young people to overcome their problems and anxieties. As one respondent commented, 'Hope are life savers! Before attending Hope my son suffered from terrible anxiety and was a loner. He did not attend school and had no future. He is now more confident, has made friends and is aiming to go to college'. The mostly positive views expressed by parents reflect the inspector's judgement of the quality of the service.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hope Guildford 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 inspector received five completed questionnaires by the end of the on-site inspection. In total, there are eight pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	1	20	2	40	2	40	0	0
The school keeps my child safe	4	80	1	20	0	0	0	0
The school informs me about my child's progress	4	80	1	20	0	0	0	0
My child is making enough progress at this school	3	60	2	40	0	0	0	0
The teaching is good at this school	3	60	2	40	0	0	0	0
The school helps me to support my child's learning	3	60	1	20	1	20	0	0
The school helps my child to have a healthy lifestyle	2	40	3	60	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)	2	40	3	60	0	0	0	0
The school meets my child's particular needs	3	60	2	40	0	0	0	0
The school deals effectively with unacceptable behaviour	2	40	3	60	0	0	0	0
The school takes account of my suggestions and concerns	3	60	2	40	0	0	0	0
The school is led and managed effectively	3	60	2	40	0	0	0	0
Overall, I am happy with my child's experience at this school	3	60	2	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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



18 November 2009

Dear Students

Inspection of Hope, Guildford, GU2 6RS

I thoroughly enjoyed my recent visit. I wish to thank you for making me so welcome. I have fond memories of my visit, not least the excellent dinner you made, though I was disappointed to suffer a heavy defeat in my pool game. I appreciated joining you at the conference held in Dorking. The subject matter was powerful and harrowing, but I was impressed with the maturity you showed and how you handled the difficult messages about ignoring road safety. I enjoyed talking to you and learning about your views of Hope. You told me about the high-quality education you receive and I am pleased to say that my visit confirmed your opinions. You are making significant strides in your education and personal development. Your staff help you to do this but you also help by attending regularly and behaving sensibly in lessons and in the social areas. You are receiving an outstanding education.

I have identified the following strengths:

- The outstanding level of the care, guidance and support provided by your dedicated staff.
- The work that Hope does with others to ensure that your education and care are of the highest quality is also outstanding.
- The leadership offered by your headteacher and all her colleagues.
- The procedures taken by your staff to ensure that you are safe.
- You are provided with an excellent curriculum, including an impressive range of sports.

To improve things further, I have asked that:

- during your lessons and other activities you are given more opportunities to assess your work and the work of your peers.

Thank you again for making me so welcome. I enjoyed meeting you all and I would like to wish you every success in your future endeavours.

Yours sincerely

Bill Stoneham

Additional Inspector

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