

St Peter's Centre

Inspection report

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| Unique Reference Number | 134109 |
| Local Authority | Surrey |
| Inspection number | 381610 |
| Inspection dates | 6–7 December 2011 |
| Reporting inspector | Stuart Charlton |

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

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| Type of school | Pupil referral unit |
| School category | Pupil referral unit |
| Age range of pupils | 5–16 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 11 |
| Appropriate authority | The local authority |
| Chair | Caroline Cutmore |
| Headteacher | Susan Lynn |
| Date of previous school inspection | 24 March 2009 |
| School address | Ash Ward St Peter's Hospital Chertsey KT 0PZ |
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Introduction

This inspection was carried out by an additional inspector. Four lessons were observed, taught by four of the five permanent teachers. Meetings were held with a representative of the management committee, staff and pupils. The work of the centre was observed and the inspector scrutinised the improvement plan, and the minutes of meetings of the leadership team and the management committee. The inspector also looked at a range of other documentation, including that for safeguarding, and four questionnaires from parents and carers. In addition, the views expressed in questionnaires completed by staff and pupils were considered.

The inspector reviewed many aspects of the school's work and looked in detail at a number of key areas.

- The effectiveness of the management structures in ensuring quality provision for all pupils.
- The effectiveness of the management committee in monitoring provision to ensure that the centre is performing as well as it can.
- The systems used to monitor and evaluate teaching and learning to determine if they are effective in ensuring that all pupils achieve their best.
- The effectiveness of the curriculum in meeting the age range of pupils and their needs, taking account of their time in the centre.
- The effectiveness of systems to judge attainment on entry, set challenging targets and track pupils' progress.

Information about the school

St Peter's Centre caters for pupils who are unable to attend a mainstream school because of their medical needs. They have a range of health problems, including physical and complex mental health difficulties, alongside severe anxiety and/or social phobia. The centre also provides early intervention programmes to pupils deemed to be at risk of absence in local mainstream schools. At the time of the inspection, there were no pupils with a statement of special educational needs. The centre is registered to take 12 full-time equivalent pupils, all of whom attend part time while dual-rolled with a mainstream school. The overwhelming majority are in Key Stages 3 and 4 and they only stay in the centre for a short period of time, generally a maximum of two terms. The main features of the centre's population are related to their health needs rather than to ethnicity, gender or economic circumstances. Pupils can come from a range of backgrounds and at the time of the inspection were mainly of White British origin. From January 2012, the centre management will lead the establishment of a county-wide Access to Education (Medical) Service. There have been recent changes in the centre's senior management team with the appointment of a new deputy headteacher from September 2011. The centre has gained the Enhanced Healthy Schools award.

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

St Peter's Centre provides a good education for its pupils. The care, guidance and support provided by all staff are exemplary. This ensures that, even though pupils are only in the centre for a short period of time, they make excellent progress in learning to manage their difficulties and rapidly improve their attitudes to learning. They all re-integrate successfully into their mainstream school placement. However, because their stay at St Peter's is short, their good progress in developing their subject skills is not fully reflected in improved attainment until they are back in their mainstream school. The centre has rigorous systems in place, such as its first-day absence procedures and its rewards system, which are effective in promoting attendance and encouraging punctuality. As a result, attendance is good, which is a significant improvement compared with pupils' performance before coming to St Peter's. Behaviour is excellent in and around the centre and when pupils are on trips. This reflects the dramatic improvement all make compared with their behaviour when they first come into the centre. Pupils make an effective contribution to the centre and the wider community and have an excellent awareness of the need for a healthy lifestyle.

The centre has invested considerable time and effort in developing its provision since the previous inspection. This provision is based on the introduction of a restorative approach and a clear focus on the development of pupils' basic skills in communication, literacy and numeracy. The curriculum is highly flexible and very closely matched to pupils' needs, but it does not have a full impact on improving their achievements because they are only in the centre for a short period of time. Teaching and learning are good. Teachers establish excellent relationships with their pupils and these are the foundation of the exemplary guidance and support for pupils' personal development. The staff know each pupil well and use this knowledge effectively to address pupils' personal needs. However, in a small number of lessons, teachers do not make best use of information about the subject needs of individual pupils to maximise the progress they make.

The headteacher provides a very clear vision about how the provision should develop. In communicating this to staff, she is well supported by her new deputy. Together they have established a stable staffing base and mapped out a clear path for improvement based on accurate self-evaluation. This has led to highly effective team work across the teaching, support and administrative staff. Robust systems to monitor and evaluate the provision, particularly teaching and learning, have been developed and provide high quality information which gives a clear overview of the

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centre's performance. Safeguarding procedures are excellent and pupils feel safe and secure. The centre provides advice and support to others in the region, particularly related to the use of risk assessment to secure the safety of staff and pupils. Since the previous inspection, the management committee has undergone considerable changes in personnel to refine its skills. As yet, it does not use the high quality information available about pupils' progress to check that the centre is performing as well as it can compared with the national picture. The work with parents and carers is exemplary and partnerships with other professionals are used extremely well to promote pupils' needs and well-being. The centre ensures that pupils have high-quality opportunities for a 'second chance' in education and it works effectively to address discrimination. The improvements which the centre effects on pupils' achievements, their attendance, behaviour and attitudes to learning, linked to the effectiveness of its self-evaluation, show that the capacity for further sustained improvement is good.

What does the school need to do to improve further?

- Ensure that in all lessons, teachers make best use of information about the subject needs of individual pupils to maximise the progress they make.
- Ensure that the management committee uses the centre's information about pupils' progress to check that it is performing as well as it can against the national picture.

Outcomes for individuals and groups of pupils**2**

In the last two years, the proportion of pupils gaining passes in GCSE examinations at grades A* to C has been close to that found nationally. Given their low starting points on entry, this represents good progress and achievement. Most pupils have disengaged from education before they enter St Peter's and the centre is highly effective in raising their confidence and self-esteem and enabling them to take the first steps to return to learning. Particularly good examples of this were seen in the informal sessions at break and lunchtime. In a mathematics lesson about making a pie chart, the teacher used her knowledge of the pupils extremely well to engage and motivate them in learning, even though one had only been in the centre for a few days and that previous experience of education had been negative. Pupils now enjoy coming to school and, as one said, 'lessons are now fun.' This reflects the substantial improvement the centre makes to their attitudes to learning.

Pupils' spiritual, moral, social and cultural development is good. It is based on the high expectations established by all staff and the role models they present to pupils. This enables pupils to overcome their disaffection for education and make significant changes in their attitudes and in their lives at home. Pupils develop an excellent awareness of the need for a healthy lifestyle, particularly where this is related to their own health issues, and is recognised through the centre's Enhanced Healthy School status. In discussions, pupils acknowledge how they have used information about sexual health, tobacco and drug abuse to change their lifestyle. All feel

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extremely safe and many explained how the service provides a safer environment than they have experienced previously.

Attendance rates have been considerably improved and are a major factor in enabling disaffected pupils to re-engage with education. A strong feature of the provision is the way in which pupils are challenged to manage their difficulties. Most admit that coming to school is an important factor in helping them to come to terms with, and address, these needs. Pupils make a positive contribution to their immediate community through mentoring others with similar difficulties to themselves and by helping them to recognise and begin to address their anxieties and social phobias. The literacy, numeracy and communications accreditation they gain, together with the gains in their personal skills, prepare them well for life when they leave the centre or return to mainstream education.

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: | |
| Pupils' attainment ¹ | 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 |
| The extent to which pupils feel safe | 1 |
| Pupils' behaviour | 1 |
| 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 | 2 |
| Taking into account: | |
| Pupils' attendance ¹ | 2 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

How effective is the provision?

The very positive relationships established by staff with their pupils are strengthened through one-to-one teaching and individual mentoring and tutorial sessions. Teachers have very good subject knowledge and, in their planning, they ensure that activities are particularly well matched to pupils' needs. However, in a few lessons, they do not make best use of information about the subject needs of individual pupils so that progress, although never less than good, is not always maximised for every pupil. Regular assessment of work done in the centre and at home ensures that pupils are clear about how to improve their work.

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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Across the provision, the curriculum includes very good links with mainstream schools to support re-integration effectively. A particular feature is the flexible and individualised support which is provided. However, some of the developments are of relatively recent origin and most pupils are not in the centre for long enough for the curriculum to have a full impact on raising their achievements.

Staff make sure that all pupils, including those who arrive at different times, settle quickly and happily into life in the various aspects of the centre's provision. Transition arrangements for those moving into the provision and for those who move to other schools and colleges are excellent and contribute extremely well to reducing pupils' anxieties. The care, guidance and support provided by all staff are second to none. Staff spend a great deal of time listening to pupils, giving them advice and promoting their well-being, to overcome difficulties in their personal circumstances. Older pupils are given excellent guidance about careers and opportunities available when they leave the centre.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher leads by example and gives very clear direction to the work of the centre. With her new deputy, she has ensured that improvements have taken place in using information to judge attainment on entry, set challenging targets and track pupils' progress. Everyone is clear about what needs to be done for the centre to improve further and staff approach key developments enthusiastically. The changes in personnel on the management committee have enabled it to include a wider range of skills, particularly in terms of educational expertise. They have recognised the need to use the high quality information about pupils to better effect in comparing the centre's performance against the national picture. The centre campaigns very effectively to eliminate discrimination and the differences it makes to the lives of its pupils are a testament to this.

The centre's partnership with parents and carers is excellent. The work that all staff undertake to help parents and carers to understand and support their children's needs is particularly impressive. Excellent links are established through regular review meetings, first-day absence calls and regular contact by phone or visit if there are issues.

Safeguarding and child protection are top priority on everyone's agenda and fully

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meet national requirements and guidelines. There are highly effective safeguarding policies, with excellent staff training on child protection. All staff are fully vetted and checked before working in the service. Risk assessments are a particular strength, being thorough and detailed. The work of the centre in promoting equality of opportunity and helping pupils to manage their difficulties is very effective and much appreciated by parents. All the medical professionals with whom the centre works recognise that it plays a crucial role in helping pupils to address their anxieties and social phobias. It uses its excellent links with the Child and Adult Mental Health Service (CAHMHS), the psychological and mental health consultants and the National Health Service across a wide geographic area to promote effectively community cohesion. The centre's own audit of provision shows that, as yet, there are few opportunities for pupils to learn about the life of those who live in other countries.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| 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 | 2 |
| 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 | 2 |

Views of parents and carers

Just over one third of parents and carers returned their questionnaires, which is above average for a pupil referral unit. The school's own data was used to provide a clearer picture of their opinions. The overwhelming majority are very supportive of the centre and how it helps both themselves and their children. As one said, 'My son didn't go to school for over a year, now you can't keep him away.' Another stated, 'The team at this school are wonderful. My daughter has never been so happy, relaxed or supported.' The inspection findings fully support such positive comments. The very few negative comments do not accord with the overall good education and excellent care, support and guidance that all students receive at St Peter's Centre.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Peter's Centre 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 11 statements about the school.

The inspector received 4 completed questionnaires by the end of the on-site inspection. In total, there are 11 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|-----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 3 | 75 | 1 | 25 | 0 | 0 | 0 | 0 |
| The school keeps my child safe | 4 | 100 | 0 | 0 | 0 | 0 | 0 | 0 |
| The school informs me about my child's progress | 3 | 75 | 1 | 25 | 0 | 0 | 0 | 0 |
| My child is making enough progress at this school | 3 | 75 | 1 | 25 | 0 | 0 | 0 | 0 |
| The teaching is good at this school | 3 | 75 | 1 | 25 | 0 | 0 | 0 | 0 |
| The school helps me to support my child's learning | 3 | 75 | 0 | 0 | 1 | 25 | 0 | 0 |
| The school meets my child's particular needs | 4 | 100 | 0 | 0 | 0 | 0 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 4 | 100 | 0 | 0 | 0 | 0 | 0 | 0 |
| The school takes account of my suggestions and concerns | 4 | 100 | 0 | 0 | 0 | 0 | 0 | 0 |
| The school is led and managed effectively | 4 | 100 | 0 | 0 | 0 | 0 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 4 | 100 | 0 | 0 | 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 all 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

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 43 | 47 | 10 | 0 |
| Primary schools | 6 | 46 | 42 | 6 |
| Secondary schools | 14 | 36 | 41 | 9 |
| Sixth forms | 15 | 42 | 41 | 3 |
| Special schools | 30 | 48 | 19 | 3 |
| Pupil referral units | 14 | 50 | 31 | 5 |
| All schools | 10 | 44 | 39 | 6 |

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 are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



8 December 2011

Dear Pupils

Inspection of St Peter's Centre, Chertsey KT16 0PZ

Thank you for all the help you gave me when I inspected St Peter's Centre. I particularly enjoyed being able to talk to a good number of you. You explained clearly to me that the centre gives you an effective 'second chance' in education and I judged that the centre's overall effectiveness is good. Staff provide you with exemplary care, guidance and support so that you are able to come to terms with your difficulties in an extremely safe and secure environment. I was able to see how you are helped and supported to gain the skills you need to re-integrate yourselves successfully into your mainstream school. The small group sizes are a real help and, as one of you said, 'Lessons are fun and help me to learn lots of new things.'

I have asked staff to make full use of the comprehensive information they have about your subject needs to ensure that in all lessons you make the best possible progress. I also want the management committee to make better use of this information to check how well the centre is performing.

I know that you will try your very best at all times to help the staff to make St Peter's even better.

Yours sincerely

Stuart Charlton
Lead inspector

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