

PPP Community School

St George's, Green Dragon Lane, Brentford TW8 0BL

Inspection dates 15–17 December 2015

Overall effectiveness **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good

Summary of key findings for parents and pupils

This is a good school

- The headteacher and deputy headteacher provide good leadership and receive effective support from the proprietor. They have ensured that all the independent school standards are met.
- Together with the staff, senior leaders are promoting a culture for good learning and behaviour and ensuring that teaching and assessment are good. As a result, pupils make good progress.
- Leaders and the proprietor have been effective in addressing the areas for improvement identified at the previous inspection and are making sure that the school continues to improve.
- The pupils are making rapid progress in their personal development, behaviour and attendance. Staff provide effective welfare, support and guidance for each pupil.
- Staff have good relationships with the pupils and manage their behaviour well.
- Teachers plan interesting activities and make good use of well-chosen resources to motivate pupils' learning.
- Pupils make good progress towards their examination courses and are well prepared for the next stage of their lives.

It is not yet an outstanding school because

- Teachers are not implementing the school's marking policy consistently. As a result, pupils do not always know how to improve their work.
- Occasionally, teachers do not extend the thinking of more-able pupils.
- Provision managers do not analyse information about the progress of different groups of pupils rigorously enough. As a result they do not ensure that the headteacher and governors are as well informed as they could be.

Compliance with regulatory requirements

- The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching and raise achievement by making sure that teachers always:
 - use the school's marking policy to inform pupils how to improve their work
 - extend the thinking of more-able pupils.

- Make sure provision managers analyse the progress that different groups of pupils are making and report this back to the headteacher and governors.

Inspection judgements

Effectiveness of leadership and management

is good

- The headteacher, deputy headteacher and proprietor have created a strong culture for learning, achievement and good behaviour. They have ensured that all of the independent school standards are met. They have successfully addressed the areas for improvement identified at the last inspection.
- The curriculum now provides more opportunities for extended periods of study. The quality of assessment and target-setting when pupils enter the school is more rigorous. There are more opportunities for pupils to use computers, especially for research, and attendance has improved significantly.
- External reviews of the school's work in recent years, the views of the local authority representatives sought during the inspection and inspection findings show that the school continues to improve. Parents have full confidence in the work of the school, and staff morale is high.
- Senior leaders regularly review and update policies, ensuring that they are implemented. These are shared with staff, who sign to confirm that they have read and understood them. The headteacher and proprietor have established effective procedures for managing the performance of staff in order to raise pupils' achievement by improving the quality of teaching. The headteacher, deputy headteacher and provision managers regularly visit lessons to look at the impact of teaching and assessment on pupils' learning.
- Leaders make good use of the outcomes of their observations and information about pupils' progress to identify areas for development, and provide relevant training and support for staff where necessary.
- The school has an accurate view of its work and uses this to establish well-chosen priorities for improvement. Provision managers ensure that teachers provide a stimulating learning environment and promote the basic skills of communication, literacy and numeracy across a range of subjects. However, they are not analysing data rigorously enough to report on the progress of different groups of pupils to the headteacher and governing body.
- The curriculum is good and has improved greatly since the previous inspection. It provides more choice within a wide range of academic and vocational courses for pupils to follow. Pupils can choose between two pathways: a mainly academic GCSE pathway or a mainly vocational pathway leading to a diploma which can count towards GCSEs and other courses such as the international GCSE. All pupils follow entry Level 3 or Level 1 functional skills in English and mathematics, as well as programmes of art, technology, science, physical education, construction and catering.
- The well-planned programme of personal, social and health education, along with topics in citizenship such as the rule of law, democracy and tolerance, prepares pupils well for life in modern Britain.
- The school promotes pupils' spiritual, moral, social and cultural development well through the curriculum. Consequently, for example in geography, pupils are able to reflect on the impact of the destruction of the rainforest on global warming, and in science they consider objectively the moral issues of fracking. In art, pupils look at, and learn to appreciate, the diversity in the work of modern artists. In English and humanities, pupils consider, discuss and write about the important contribution in developing a tolerant society of black role models such as Nelson Mandela.
- Pupils learn to take turns and listen to others and respect their views through discussion, and they learn to work collaboratively when taking part in team and competitive games.
- The school has strong links with other establishments such as local leisure centres, and alternative provision at the Boll Brook Youth Centre where pupils follow vocational programmes in catering, construction and music.
- The careers education programme is central to preparing pupils for the next stage of their lives. Pupils benefit from the thoughtful careers advice they receive from an independent provider every two weeks. They are enabled to make free and informed choices about the courses to follow to support their chosen future careers.
- Staff have improved the assessment systems since the previous inspection and this enables them to track the small steps of progress pupils make, set realistic and challenging targets in their individual education plans, and provide effective support or resources to bridge any gaps in attainment. Assessment of progress is carried out each term, and parents benefit from a full report on their child's progress each term.
- Staff promote equality of opportunity well through the curriculum and by ensuring that all pupils have the opportunity to learn and make progress. Staff tackle any form of discrimination well and promote good relationships based on mutual respect among pupils. The school has developed a detailed three-year plan to improve access to the curriculum and to the accommodation on each of the sites for disabled people.
- The headteacher, deputy headteacher and proprietor have ensured that all the independent school standards are met for the leadership and management of the school.

■ The governance of the school

- The education board, directors and trustees are supporting the school well and holding it to account for its work. They carry out annual independent reviews of all aspects of the school's work, which enables them to have an accurate view of the quality of teaching and its impact on pupils' learning and progress.
 - They receive regular reports from the headteacher and deputy headteacher on the overall progress pupils are making. However, provision managers do not provide enough detail on the progress particular groups of pupils are making to enable governors to interrogate this more effectively.
 - Governors monitor the performance of the headteacher well and set challenging targets for school improvement. They ensure all policies are up to date and are implemented effectively.
- The arrangements for safeguarding are effective. Robust systems are in place to carefully check the suitability of staff and visitors to work with children. All training in child protection, safeguarding and health and safety is up to date.

Quality of teaching, learning and assessment

is good

- Pupils successfully re-engage with learning and make good progress because teaching is good. Pupils' work and visits to lessons showed that teachers plan an interesting range of activities and make good use of well-chosen resources across the school to motivate pupils. For example, in a mathematics lesson pupils rapidly made connections between two-dimensional nets and solid shapes. The teacher provided good examples to demonstrate the meaning of the exercise and check pupils' understanding. They were then challenged to match different nets to a variety of solid shapes which helped to consolidate their learning.
- Staff manage pupils' behaviour consistently well and maintain good relationships with them. As a result, pupils respect the staff, listen carefully to others, follow instructions, concentrate on their learning and try their best.
- Teaching assistants provide good support for pupils' learning. The pupils make good use of different resources, such as simple dictionaries and real objects, which helps them to deepen their understanding. Teaching assistants focus well on developing pupils' understanding of technical language such as 'connectives' in English.
- The teaching of communication skills, literacy and numeracy is good and they are usually promoted well across different subjects.
- Teachers usually provide good feedback to pupils on how well they are doing in lessons and in their written work, consistent with the school's well-conceived marking policy. However, teachers do not always implement the school's marking policy consistently to enable pupils to know how to improve their work.
- Teachers usually match learning activities well to pupils' different needs but, occasionally, they do not extend the thinking of more-able pupils. In a lesson visited, two pupils said the work was too easy. This was also occasionally evident in pupils' work where sequences of tasks were completed accurately but were followed with few opportunities for pupils to extend their thinking further.
- The headteacher, deputy headteacher and proprietor have ensured that all the independent school standards relating to teaching, learning and assessment are met.

Personal development, behaviour and welfare

is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Staff are providing effective welfare, support and guidance for each pupil. They make good use of praise and encouragement and apply the school's system of rewards and sanctions well to create a positive climate for learning. As a result, pupils re-engage with learning and grow in self-esteem during their time in school. This enables them to have the confidence to successfully take examination courses such as GCSE.
- Staff provide good role models for pupils, treating them with dignity and respect. They provide detailed individual programmes of support and good pastoral care to meet pupils' different needs.
- Pupils usually adopt safe practice in school, move around safely and know how to avoid unsafe situations. They use the internet safely in class and abide by the rules of not using mobile phones in school. Staff ensure that the premises and grounds of each site are secure. All potential risks to health and safety

while pupils are in school, on trips, or attending alternative provision are carefully assessed. Effective controls are put in place to reduce or eliminate any risks.

- Pupils say bullying is rare and they have a good understanding of different types of bullying. There are few recorded incidents of bullying, racism or prejudice of any kind.

Behaviour

- The behaviour of pupils is good. Pupils respond well to the school's discipline policy, which is implemented effectively in classrooms and around the school on each site. Staff set high expectations for good behaviour and manage any form of disruption consistently well. As a result, pupils rapidly improve their behaviour when they join the school and develop more appropriate ways of showing their feelings.
- Visits to lessons and discussion with parents and pupils show that pupils develop good attitudes to learning. This is also seen in the neat and tidy work pupils present in their books, with very few gaps in learning. They say they now enjoy coming to school, and their parents agree that their children's attitudes to learning have improved.
- Current pupils' attendance has rapidly improved during their time in school. Already, most pupils have moved from very low attendance prior to admission to school to broadly average attendance within one term. Although attendance in the recent past showed improvement, it was still low. The better attendance now is due to the effective implementation of new procedures to deal with absences. These, together with the development of more relevant opportunities through the different learning pathways, which pupils find enjoyable, encourage pupils to come to school regularly. The attendance, behaviour and well-being of pupils at the Bollo Brook Youth Centre are carefully monitored so staff know how well pupils are enjoying their learning there.

Outcomes for pupils

are good

- Pupils enter the school with low attainment, they settle into their routines quickly and make good progress in their examination courses. The school's accurate data and the good quality of work in pupils' books show that they are making at least the progress expected of them across a range of subjects, and a significant number are making more progress than this. A small number of pupils are making outstanding progress from their starting points.
- Pupils are well prepared for the examination courses they choose to follow, which are relevant to their career choices. They make good progress in preparing for the world of work and work-related learning and independence. Most move on to further education, training or employment, and pupils are well prepared for the next stage of their lives.
- The proportion of pupils gaining five or more GCSEs including English and mathematics varies from year to year depending on pupils' starting points. This year, the majority of pupils in Year 11 are on course to achieve five GCSE grades including mathematics and English and a significant number are on course to gain A* to C grades. All pupils leave the school with at least one recognised qualification in English and mathematics.
- Staff make good use of initial assessment information when pupils first arrive at the school to plan individual programmes and set challenging targets for each pupil, so those who arrive late or who have additional learning needs can catch up quickly with their classmates.
- Disabled pupils and those with special educational needs make good progress towards their individual education plan targets, and they benefit from a bespoke programme of learning tailored to their individual needs. They receive good support to ensure they make at least the same progress as their classmates.
- More-able pupils usually make good progress, although on occasions their thinking is not extended enough.
- Disadvantaged pupils make good progress and do as well as their classmates because staff ensure that any gaps in their learning are steadily narrowed.
- Pupils attending the Bollo Brook Youth Centre are making good progress in their learning because they find the programmes interesting and they want to do well in them.

School details

Unique reference number	136740
Inspection number	10006126
DfE registration number	313/6083

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Special school
School status	Independent school
Age range of pupils	14–16
Gender of pupils	Mixed
Number of pupils on the school roll	23
Number of part time pupils	0
Proprietor	Catch 22
Chair	Bruce Noble
Headteacher	Christopher Allbut
Annual fees (day pupils)	£18,000 to £51,000
Telephone number	08458 456014
Website	www.theppp.org.uk
Email address	info@theppp.org.uk
Date of previous inspection	25–26 April 2012

Information about this school

- PPP Community School is currently based on three sites in the London Boroughs of Ealing (The Vale), Kensington and Chelsea (Freston Road) and Hounslow (St George's). Each site is led by a provision manager who reports to the headteacher. The lease at the St George's site expires at the end of December 2015 and will not be renewed. The school intends to relocate pupils from this site to the Freston Road site from January 2016. The school has been registered as an independent day special school for pupils aged 14–16 with social, emotional and mental health difficulties since April 2011.
- There are currently 23 pupils on roll, including a very small number of learners over 16 years of age, who are repeating Year 11 examination courses. As a result, the school informed the inspector that it has applied to the Department for Education to extend the upper age range of pupils to 17 years to enable this provision to continue in the future.
- Approximately a quarter of pupils have a statement of special educational needs for social, emotional and mental health needs. Many pupils have additional learning difficulties arising from autism, speech, language and communication needs, dyslexia and attention deficit hyperactivity disorder. Most have experienced previous disruption to their learning and have been permanently excluded from at least two other settings. Others are placed in the school by their local authorities when they cannot find a mainstream school for them.
- Most pupils are from a variety of ethnic backgrounds and approximately a third are supported by the pupil premium. This is additional funding for those known to be eligible for free school meals and children who are looked after.
- Pupils are placed by Ealing, Brent and 'tri-borough' (Westminster, Kensington and Chelsea and

Hammersmith and Fulham) local authorities.

- The school aims to re-engage pupils with learning by building their self-confidence so that they achieve their potential and are well prepared for further education, training or employment.
- The school provides alternative education in catering and music for its pupils at the Bollo Brook Youth Centre within close proximity to the Freston Road site. It also uses external facilities in the community for physical education, swimming, sports and leisure.
- At its previous inspection, the school met all the regulations and it was judged as providing a satisfactory quality of education.
- Since the previous inspection, the proprietorial body has changed to Catch 22, who took over from the Pupil Parent Partnership Limited. A new headteacher and deputy headteacher are in post and a new governing body has been created. The school roll has fallen and there has been a marked increase in the number of pupils with a statement of special educational needs.

Information about this inspection

- The inspector visited lessons on all three sites with the headteacher to observe learning and saw all teachers teach.
- The inspector looked at samples of pupils' work on each of the three sites.
- Meetings were held with the headteacher, deputy headteacher, provision managers and special educational needs coordinator.
- Telephone conversations were held with the proprietor, representatives of the governing body and representatives from two referring local authorities.
- The inspector took account of parents' views by holding telephone conversations with a small number of parents, as there were too few responses to Parent View, the online questionnaire for parents. The inspector also looked at the completed questionnaires returned by 13 staff.
- The inspector looked at a wide range of documentation to check that the independent school standards were met, including: information for parents on the website; safeguarding policies and procedures; the school's information about the progress pupils are making; behaviour logs and attendance figures; the school's self-evaluation document and school improvement plan; and education board meeting minutes.

Inspection team

Declan McCarthy, lead inspector

Ofsted Inspector

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