

# Triple Crown Centre

## Inspection report

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<b>Unique Reference Number</b>	104038
<b>Local Authority</b>	Solihull
<b>Inspection number</b>	355511
<b>Inspection dates</b>	2–3 March 2011
<b>Reporting inspector</b>	Andrew Cook HMI

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

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<b>Type of school</b>	Pupil referral unit
<b>School category</b>	Pupil referral unit
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	38
<b>Appropriate authority</b>	The local authority
<b>Headteacher</b>	Sally McCabe (Centre Manager)
<b>Date of previous school inspection</b>	30 January 2008
<b>School address</b>	Lode Lane Solihull B91 2HW
<b>Telephone number</b>	0121 709 0080
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors (HMI) and an additional inspector. The HMI observed nine teachers in nine lessons. He also spoke with a group of pupils, the chair of the management board and various staff. Inspectors observed the school's work, and looked at improvement plans, systems to track pupils progress, pupils' work books and a number of documents concerning safeguarding. The views of pupils, parents and carers, and staff were taken into account through scrutiny of questionnaires, 20 of which were parents' and carers' questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How effective are the systems in place to track pupils' progress and is this information being used to inform teaching?
- Do improvement plans reflect a robust and accurate analysis of the work of the centre and are they a result of a self-evaluation process that involves all leaders and managers as well as other stakeholders?
- Does teachers' marking help pupils to understand how they can improve their skills?

## Information about the school

Triple Crown Centre is a pupil referral unit for pupils who are unable to attend a mainstream school for health reasons. The range of learning difficulties and/or disabilities is broad. At the time of the inspection there were four pupils with a statement of special educational needs attending the centre at the time of inspection with a further three on roll but receiving their education through the Home Teaching Service. The centre also takes pupils who, for various reasons, may be experiencing a very unsettled time. Almost all pupils are White British.

At the time of the previous inspection Triple Crown Centre was merged with another pupil referral unit with one headteacher for both centres. Following the retirement of the headteacher in 2008, the two centres became independent again with the two centre managers in charge of their respective centre. Likewise, at the time of the previous inspection there was one management board serving both pupil referral centres. Now the Triple Crown Centre has its own management board to which the

- centre manager is accountable.

**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

The work of the Triple Crown Centre is outstanding because it meets the needs of all of the pupils who attend and ensures they enjoy learning and make huge strides in their personal development. The leadership of the centre manager is outstanding. All staff are totally signed-up to everything the centre does and as a result there is an overwhelming sense of team work. This team, led by the centre manager, have been relentless in improving the effectiveness of the centre's work. Since the previous inspection there have been improvements in the curriculum, the quality of teaching and care, guidance and support and as a result the progress pupils make is outstanding. Improvements have come about through a determination to monitor, evaluate and take any necessary action. All of this work has been highly accurate in its perceptions and effective in its impact, demonstrating the centre's outstanding capacity for sustaining improvement. The management board supports the centre but has not always used the insight it has to contribute to the systems in place to evaluate the centre's work and draw up plans for the future.

The inspection focused on three main areas and found:

Since the previous inspection the systems put in place to monitor pupils' progress are highly effective in identifying when pupils need extra support or whether the curriculum needs adapting to meet their needs.

Pupils, parents and staff have all played a role in sharing views and ideas about how the centre can improve. The centre manager has then ensured these ideas have been used to shape what happens next.

Throughout lessons teachers help pupils to learn by talking to them, explaining how well they are doing and what they need to do to improve. Teachers' marking adds to the feedback they give in lessons.

Pupils flourish under the outstanding care, guidance and support they receive. When they start to attend the centre, they have often experienced an unhappy time at their previous school and have many challenges to overcome in terms of their mental health. The exceptionally calm and purposeful environment of the centre has an immediate impact. Teaching is good and sometimes outstanding. In the best lessons pupils are really enthusiastic about learning and what they can achieve. Pupils talk about their confidence growing. Their behaviour is excellent.

Pupils benefit hugely from being at the centre but in some ways the safe place and security that it provides makes the move to life after Triple Crown a daunting prospect. Pupils recognise that there are some uncertainties about the world of work or further education that concern them. The staff recognise that the work of the centre should be even more focused on preparing pupils for what they do next.

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

- Strengthen the contribution the centre makes to pupils' preparation for life after Triple Crown by:
  - giving pupils a range of experiences of the world of work
  - providing pupils with opportunities to develop life skills
  - extending pupils' cultural experiences of society.
- Increase the impact of the work of the management board on monitoring and holding the centre to account by:
  - setting regular times for the chair of the management board and centre manager to meet to discuss progress
  - create opportunities for members of the management board to see first-hand the work of the centre
  - play a more involved role in the self-evaluation of the work of the centre and the producing of improvement plans.

## Outcomes for individuals and groups of pupils

**2**

Pupils who join the centre have often had a very turbulent time at their previous school and as a result they have gaps in their learning. While they are at the centre they quickly regain confidence and make outstanding progress and many attain average standards. Pupils respond well in lessons; they concentrate, produce their best work and are keen to answer questions. Their willingness to learn means they nearly always get the most out of lessons. In a history lesson, for example, pupils' understanding of the role and expectations of women in Nazi Germany was significantly developed as they asked mature and searching questions. In another lesson, pupils quickly improved their understanding of square numbers and were then able to use this knowledge to answer further questions. An excellent example of the progress pupils make can be seen in their art work, of which they are understandably proud.

Pupils' learning and progress is underpinned by their outstanding behaviour. In all of the lessons observed and at other times in the day pupils were mature, sensible and very considerate towards each other. The pupils speak very highly of how the centre helps them grow in confidence and how this helps them learn.

Pupils see the centre as a place where they feel very safe. Many make huge strides in understanding and adopting lifestyles that will improve their mental health; they are less enthusiastic about their physical health. Most of the pupils take up a range of opportunities to contribute to the school and the wider community. For example, pupils and staff gave a Christmas carol concert at a local nursing home for the elderly and some have been involved in a local history project to study Solihull High Street. The pupils' social development often improves dramatically as they grow in confidence. Their understanding of the cultural and religious diversity of Britain is not well developed.

There are some striking examples of pupils' attendance dramatically improving but for some pupils attendance does not improve enough.

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*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	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</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>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</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

## How effective is the provision?

The pupils benefit from a combination of consistently good and sometimes outstanding teaching along with outstanding care, guidance and support. Teaching is very effective because:

Teachers know the pupils exceptionally well: they appreciate the emotional and learning needs they have and as a result they adapt their teaching to meet these needs.

The relationships between staff and pupils are exceptionally good.

Pupils get taught in small groups which allow teachers to get alongside pupils and help them as they learn.

The teachers' subject knowledge is excellent.

Throughout the lessons teachers adapt their teaching in response to how well pupils are learning.

Teachers help pupils understand how well they are learning through talking to pupils about their work and also the comments they put in pupils' work books.

Teachers manage pupils' behaviour with care and sensitivity.

The increasing proportion of outstanding teaching demonstrates improvements since the previous inspection. In all lessons, teachers work very hard to inspire pupils to learn but

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sometimes do not quite make it: teachers recognise when this is the case but do not give up.

Every effort is made to know the pupils as individuals and everything is done to ensure they are well cared for and supported. Pupils talk about the centre as being like a 'big family' and have total confidence that staff are always looking out for them. Work with other agencies, such as the Child and Adolescent Mental Health Services (CAMHS), is a deeply embedded part of the work of the centre. The work of the assessment officer, reintegration officer, pastoral officer and special educational needs coordinator all play invaluable roles in identifying pupils' needs and then tailoring the support and care they receive. One parent commented: 'My child has made remarkable progress. I feel this is partly down to the dedication of the staff who have, and continue to provide, a very supportive caring and enriched environment in which to learn. I cannot thank them enough.'

The curriculum has improved since the previous inspection when it was judged to be good. The most distinctive feature about the curriculum is that it is tailored to meet the needs of individual pupils. For example, when pupils start at the centre they are assessed, get given a personal learning plan and a timetable that will ensure their progress quickly improves. From then on the subjects, courses, enrichment opportunities and timetable are all carefully managed and continuously adapted so that they continue to meet the needs of the pupil. The centre now offers a full-time timetable and offers a much better range of subjects following consultation with parents, carers and pupils. Pupils have access to the Evolution programme, run through the Youth Service, which contributes to the good range of enrichment activities on offer. Partnership work with the charity 'BXL ready for work' gives pupils a range of work experience opportunities that help them decide on their future careers.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

The leadership of the centre manager is outstanding and has been pivotal to the improvements made since the last inspection. One parent commented: 'The centre manager is outstanding. She is very understanding, fair and caring to all her pupils.' The centre manager has been highly effective because she has developed rigorous and robust systems to evaluate the work of the centre that have involved the pupils, parents and carers, and staff. There has been a relentless drive to improve how the centre works. As a result of work to improve the quality of care, guidance and support pupils receive and the curriculum on offer both have improved since the previous inspection from good to

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outstanding. The work to improve teaching is gaining momentum with good systems in place to monitor and evaluate its effectiveness. Morale in the school is extremely high. All of the staff feel proud to work at the centre and all of them strongly agree that the centre is well led.

Since 2008 the centre has had its own management board. The board functions well and receives good quality information from the centre manager. In the past the management board has challenged the centre about the low levels of attendance which led to improvements. While there are opportunities for the managing board to comment on the centre's work, the board is not yet influencing the direction of the centre, for example by getting involved in setting the strategic priorities for development.

The centre has a very positive relationship with parents and carers, involving them fully when their child joins the centre and then by keeping an ongoing dialogue. The promotion of equal opportunities is outstanding because everything is done to ensure all pupils make rapid progress. Likewise the work the centre does with other agencies, for example CAMHs and other services, is outstandingly effective in promoting pupils' well-being. The centre is, as one pupil put it, a 'chilled-out place to be' which confirms the centre's good promotion of a cohesive community where pupils respect each other. Opportunities for pupils' engagement with community groups outside of the centre are not well developed. Safeguarding procedures are excellent and the way in which systems are managed, is used as an exemplar by other schools.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</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>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</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**

Every parent or carer that completed a questionnaire agreed or strongly agreed that teaching is good at the centre and that the centre is led and managed effectively. In general there were many very positive comments.



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

Ofsted invited all the registered parents and carers of pupils registered at Triple Crown 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 13 statements about the school. The inspection team received 20 completed questionnaires by the end of the on-site inspection. In total, there are 38 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	5	25	12	60	2	10	1	5
The school keeps my child safe	9	45	10	50	1	5	0	0
My school informs me about my child's progress	10	50	8	40	1	5	1	5
My child is making enough progress at this school	11	55	8	40	1	5	0	0
The teaching is good at this school	10	50	10	50	0	0	0	0
The school helps me to support my child's learning	9	45	8	40	2	10	1	5
The school helps my child to have a healthy lifestyle	8	40	10	50	1	5	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)	8	40	8	40	1	5	1	5
The school meets my child's particular needs	9	45	10	50	1	5	0	0
The school deals effectively with unacceptable behaviour	10	50	8	40	1	5	0	0
The school takes account of my suggestions and concerns	8	40	10	50	2	10	0	0
The school is led and managed effectively	10	50	10	50	0	0	0	0
Overall, I am happy with my child's experience at this school	9	45	10	50	1	5	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 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"><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 pupils' 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 March 2011

Dear Pupils

**Inspection of Triple Crown Centre, Solihull, B91 2HW**

I am writing to thank you for such a warm and friendly welcome and the way that you spoke with me and told me your views about the Triple Crown Centre. I was extremely impressed with your outstanding behaviour and could see first hand how your confidence is growing. The Triple Crown Centre is outstanding because it helps you to make some incredible progress both academically and also personally. Teaching is good and the care and support you are given is outstanding. The centre manager has been outstanding in the way she has led the work to improve the centre. All of the staff are 100% committed to making sure you do well. The subjects and courses you are taught are ensuring you achieve your best and the care and support you receive is helping you to overcome some of the challenges you face.

Even though there was so much that was judged to be outstanding, it is important that the centre keeps on improving. Working with your centre manager, we agreed that there are two main areas to focus on. The first is all about helping you to be prepared for what you do when you leave the centre whether you return to school or move on to a college or employment. We thought that giving you more experience of the world of work, helping you develop life skills like using the telephone, writing letters, and experience of experiencing different cultures would be beneficial. The second area for improvement is directed at the management board. We felt there was more they could do to get involved in the work future work of the centre.

I hope that building on the confidence that you gain from your time at Triple Crown you will go on to achieve your dreams.

Yours sincerely

Andrew Cook

Her Majesty's Inspector

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