

Moving On Pupil Referral Unit

Inspection report

Unique Reference Number	134048
Local Authority	Croydon
Inspection number	360600
Inspection dates	16–17 March 2011
Reporting inspector	Jon Carter

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	14–16
Gender of pupils	Mixed
Number of pupils on the school roll	86
Appropriate authority	The local authority
Headteacher	Sue Welling
Date of previous school inspection	18 March 2008
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Introduction

This inspection was carried out by two additional inspectors. They observed eight lessons taught by seven teachers. Inspectors held meetings with leaders and managers, members of the management committee and three groups of students. They observed the school's work, and looked at assessment information, the analysis of students' progress, curriculum plans, minutes of management committee meetings and many other documents. They analysed the responses from the five questionnaires received from parents and carers, as well as those from 56 students and 13 staff.

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

- How well teaching enables students to make accelerated progress by using accurate assessment to plan personalised learning experiences.
- How effectively oral and written feedback is securing students' understanding of what they need to do to improve their work, particularly in English and mathematics.
- How effectively partnership working is supporting students to secure purposeful education, employment or training opportunities at the end of Year 11.
- How well school leaders understand the diversity of the community the school serves and address issues to promote better community cohesion.

Information about the school

Moving On is a Pupil Referral Unit of average size. It provides education for Year 11 students, the majority of whom have been permanently excluded from school and experience social, emotional and behavioural difficulties. It also organises education for students who are hard to place in mainstream schools because they have recently arrived in the borough. This provision is managed in conjunction with a local sixth form college. The largest main groups in the school are students from Black Caribbean, Black African and White British backgrounds. Overall, the school has a much-higher-than-average percentage of pupils from minority ethnic backgrounds and many of these speak English as an additional language, although few pupils are at a very early stage of development in their English speaking skills. An average proportion of students are known to be eligible for free school meals. Moving On holds Healthy Schools status.

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

Moving On is a good school. Students very much appreciate the positive ethos and welcoming environment. They respond well to the respect and good care shown to them, developing strong bonds with both staff and peers. One student, echoing similar views expressed by others, described the impact of the school's work when he said, 'I've been given a second chance to open the door on life.'

Students are offered an outstanding curriculum which is based around work-related learning and developing basic skills in numeracy, literacy and information communication technology (ICT). Those who have previously been disengaged with education, or who have missed learning while in custody, are highly motivated by the vocational options available to them. This, together with good quality advice and guidance about education and career options, is very effective in raising students' aspirations. As a result, they are well focused on successfully completing their courses and securing places in further education for the future. The well-established partnerships with different organisations and professionals contribute much to students' success, especially by securing purposeful education, employment or training opportunities at the end of Year 11.

Students make good progress during their time at Moving On. Comprehensive assessment systems ensure that students' needs are identified accurately and this information is used well to close gaps in learning and build on their strengths and preferences. These assessments ensure that learning is highly personalised.

Students' spiritual, social and moral skills develop exceptionally well, as is evident in the way that the vast majority of students demonstrate much improved attitudes, behaviour and attendance. However, custodial sentences, imposed for offences committed prior to placement at Moving On, are the reason why attendance is low when compared with the average. Otherwise, students' attendance is, for the vast majority, satisfactory. It often shows rapid improvement when compared with their attendance rates at other schools. However, leaders are correctly ambitious to make this better for all students; this includes improving punctuality. However, opportunities are missed to communicate these high expectations routinely to students, parents and carers.

School leaders have developed strong partnerships with a wide range of providers to ensure that students have access to an increasingly diverse range of courses and activities. Regular monitoring of the quality of learning and teaching ensures that senior staff have an accurate picture of the school's strengths and weaknesses. Good quality self-evaluation and an appreciation of students' views drives school improvement very effectively. Good capacity for sustained improvement is readily demonstrated through the responsiveness of students' changed attitudes to learning and the effectiveness of management systems to changing circumstances. This ensures that provision closely matches students' needs. However, while the school community is harmonious and

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students from different backgrounds work well together, opportunities to actively develop their understanding of the United Kingdom and global diversity are underdeveloped.

What does the school need to do to improve further?

- Improve students' attendance and punctuality by:
 - setting individualised targets for improvement
 - ensuring high expectations of attendance and punctuality are routinely communicated to students, parents and carers.
- Ensure students have more opportunities that develop their understanding of the United Kingdom and global diversity by establishing links which actively involve students in meeting and communicating with others of similar age.

Outcomes for individuals and groups of pupils

2

In lessons and during vocational training, students make good progress. Where they have experienced previous disruption to their education, progress accelerates as students become increasingly re-engaged with learning. Students who are difficult to place in mainstream schools because they come to live in the borough during Year 11 make good progress. Following comprehensive assessment of their needs, students who speak English as an additional language receive specialist and individualised tuition. This ensures that students are motivated and enjoy their learning. Consequently, they make good progress in developing their understanding of written and spoken language. There is little discernable difference in the amount of progress made by students from different ethnic backgrounds.

Despite the restrictions of a one-year programme and the legacy of previous failure in education, students achieve a broad range of GCSE and BTEC accredited qualifications, including English, mathematics, ICT, sport and health and social care. Where students are entered for examinations at this level, the very large majority are successful. Other accreditation at entry level in art and personal, social and health education as well as numeracy and literacy provide additional recognition of students' achievements. Overall, attainment is broadly average.

Partnerships with the local sixth form college specialising in vocational education and a range of local providers of vocational training stimulate students' enthusiasm well. As a result, the large majority of students improve their attendance during their placement and the number of students remaining engaged with education or entering purposeful employment when they leave school is increasing quickly.

Students regard Moving On as a place which enhances their safety and reduces the likelihood of becoming involved in offending behaviour. Consequently, engagement in lessons is good and students act responsibly and with maturity around the school. They are good ambassadors for their school in the local community and ensure their views are heard through the active school council. Most students take part in and enjoy regular physical activity as part of the curriculum and this, together with an increasing uptake of school meals, is recognised by the achievement of Healthy Schools status.

Personal development is especially well supported in a wide range of subjects, especially through humanities and religious studies. For example, in a humanities lesson, where

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students were discussing current affairs in Japan, a moral debate developed about the socio-economic status of people who give to humanitarian aid charities. This was facilitated well by the teacher and promoted students' understanding very well. However, overall cultural awareness in terms of the United Kingdom and through global work is underdeveloped. This prevents their spiritual, moral, social and cultural development from being outstanding overall. Despite this element for improvement, the overall picture is good. This is due to the exceptionally impressive social, moral and spiritual development, which leads to students' greatly improved confidence, self-esteem, their ability to work successfully with others and their much improved sense of moral responsibility and compliance with rules.

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	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
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	4
The extent of pupils' spiritual, moral, social and cultural development	2

¹ 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?

Good use of assessment underpins the effective organisation of teaching and learning. Planning takes good account of what individual students know and can do as well as where learning has been missed or needs to be revisited. Dialogue between teachers and students is usually of good quality and develops understanding well. This was observed, for example, in an English lesson to accelerate the progress of a student who had missed the previous lesson. Marking is evaluative and identifies strengths and weaknesses well. Oral feedback is helpful. However, the quality of written commentary to support students' understanding of how to improve their work is sometimes inconsistent. Better use is made

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of developmental notes in English than in mathematics and ICT, for example. Most teaching moves learning on quickly so that students' learning and progress are accelerated. In a very few lessons, however, teaching takes insufficient account of students' learning styles and the pace of learning slows. Teachers usually prepare and utilise resources effectively to stimulate interest and engagement well.

The curriculum available to students is extremely well balanced and wide ranging. There is a particularly strong focus on developing vocational skills within a framework which builds students' numeracy, literacy and ICT skills especially well. Where specialist teaching and facilities are not available at the school, students who wish to follow specific courses are enabled to do so through very effective partnerships with a wide range of providers. Through a combination of opportunities available on- and off-site, students are able to study at a level which is appropriate to their skills and abilities. Students feel that there is an excellent variety of choices which match their strengths and preferences especially well. One student described this by enthusiastically stating, 'The choice is more than wide enough.' The personal, social and health education curriculum rapidly builds students' capacity to make sensible and reasoned choices about lifestyle as they make the transition from adolescence to adulthood.

Students are provided with high quality care, guidance and support while they are at school. Staff are especially successful at strengthening students' self-image and promoting a culture of high aspirations. Particular emphasis is placed upon reinforcing the importance of planning for the future and equipping the students with the skills to achieve their goals. While monitoring of attendance is robust and secure, and appropriate actions are taken to reduce absence, students' punctuality is affected by both the wide area served by the school and some lack of urgency, by a few, to be at school on time. Systems do not routinely give individual targets to improve this.

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	1
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher is well established in her role. She has secured a shared ethos with staff at all levels. Staff show empathic and supportive responses to students within a framework that promotes success and challenges underachievement. This is seen particularly in the successful partnership arrangements made for individual students to achieve higher grades at GCSE. The process of continuous improvement is well focused on the most important priorities. The management committee have a good understanding of where the school has strengths and what needs to be done to secure further improvement. They are well placed within the community to provide good levels of both

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support and challenge to school staff. The recent introduction of a Parents' Forum ensures that those responsible for leading the school have a good understanding of the views of parents and carers.

Arrangements for ensuring that students are safeguarded are good and well managed. Particular attention is given to those who are in crisis and good links are well established with relevant professionals, so that information about students' welfare is shared and acted upon.

The school understands the diversity of socio-economic, ethnic and religious backgrounds of its students well. Leaders' analysis of the performance of different groups of students shows no significant differences and there are very few instances of racist behaviour. The promotion of equality of opportunity and the extent to which the school tackles discrimination is, therefore, good. The unit works successfully as a community and reaches out to the local community well. Nonetheless, community cohesion is satisfactory rather than good. This is because plans to develop more purposeful links with schools in different counties and countries have not yet been fully implemented.

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	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
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

Very few questionnaires were received from parents and carers by the end of the inspection and as such this was much lower than the average rate of returns. It is not, therefore, possible to securely determine parental views from this information. However, of those received, the views of parents and carers were mainly positive.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Moving On Pupil Referral Unit 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 5 completed questionnaires by the end of the on-site inspection. In total, there are 86 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	2	40	2	40	1	20	0	0
The school keeps my child safe	2	40	2	40	1	20	0	0
My school informs me about my child's progress	3	60	1	20	1	20	0	0
My child is making enough progress at this school	2	40	2	40	0	0	1	20
The teaching is good at this school	2	40	2	40	0	0	1	20
The school helps me to support my child's learning	2	40	2	40	1	20	0	0
The school helps my child to have a healthy lifestyle	1	20	3	60	1	20	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)	3	60	1	20	1	20	0	0
The school meets my child's particular needs	1	20	30	60	0	0	1	20
The school deals effectively with unacceptable behaviour	1	20	3	60	0	0	1	20
The school takes account of my suggestions and concerns	2	40	2	40	1	20	0	0
The school is led and managed effectively	1	20	3	60	1	20	0	0
Overall, I am happy with my child's experience at this school	2	40	2	40	0	0	1	20

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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).

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">■ 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.



18 March 2011

Dear Students

Inspection of Moving On Pupil Referral Unit, Croydon CR0 1QH

Thank you for the warm welcome you gave to the inspection team when we inspected your school recently. We enjoyed speaking with you and were pleased to see you focused and working hard in lessons. You are very proud of your school and value the opportunities it gives you.

I am writing to tell you that Moving On is a good school. You make good progress through Year 11. This is because your teachers understand what you need to learn and what you need to catch up on, from when you have previously spent time out of school. You told us that you thought the range of options available to you was very wide. Our findings support your views, in fact we think that the curriculum is outstanding in the way it meets your needs and takes account of the things you like doing most. Your school prepares you well for going to college or taking up employment and makes sure that you are always encouraged to have high aspirations for yourselves.

So that the school can become even more effective, we have asked the headteacher and staff to:

- improve attendance and punctuality
- give students better opportunities to learn about the diversity of the United Kingdom and the rest of the world.

You can all help by making every effort to get to school on time, every day and encouraging your parents and carers to help you achieve this. Keep up the good behaviour. You are right to be proud of your efforts in all that you do.

Yours sincerely

Jon Carter Lead inspector

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