

Moatbridge School

Inspection report

Unique Reference Number	100204
Local Authority	Greenwich
Inspection number	376370
Inspection dates	16–17 November 2011
Reporting inspector	Bob Pugh

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

Type of school	Special
School category	Community special
Age range of pupils	11–16
Gender of pupils	Boys
Number of pupils on the school roll	29
Appropriate authority	The governing body
Chair	Mrs Valerie Hines
Headteacher	Mr Michael Byron
Date of previous school inspection	11 February 2009
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Introduction

This inspection was carried out by one additional inspector. Seven lessons were observed taught by seven teachers. Meetings were held with groups of students, members of staff and governors. The inspector observed the school's work, and looked at students' work files, planning and recording documents. Incident and behaviour reporting forms were analysed along with information about the progress of each student. School policies were reviewed, minutes of governors' meetings were scrutinised and the inspector noted the reports from the local authority and a school adviser. Eleven parents and carers returned questionnaires and the inspector also considered completed questionnaires from students and staff.

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

- The effectiveness of the school's tracking systems to analyse the extent to which school leaders and managers receive useful information about the amount of progress students are making.
- The extent to which the curriculum is matched to the needs of students and how well literacy and numeracy are promoted in all subjects.
- The success of students in gaining accreditation as a result of well-targeted teaching.
- The effectiveness of teachers' planning in addressing the needs of all students and to what extent students are motivated and challenged in all lessons and prepared for adult life.
- The effectiveness of the actions of school leaders and managers to ensure the well-being of students, and how they challenge pupil absence.

Information about the school

Moatbridge School is a small school where all the boys have statements of special educational needs relating to emotional, behavioural and social difficulties. The vast majority of students have additional educational needs including speech and language difficulties, hearing impairment, autistic spectrum disorders (ASD) or attention deficit hyperactivity disorder (ADHD). A few students are looked after by the local authority and a small number are subject to safeguarding plans. An above average number of students are known to be eligible for free school meals. Most students are from White British backgrounds and, while a small minority come from minority ethnic groups, none speak English as an additional language.

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

Moatbridge is a good school. It has improved in many respects since the last inspection because school leaders and managers have successfully developed and implemented effective self-evaluation systems such as student tracking and lesson monitoring. They carefully analyse the accurate information about the quality of teaching and learning which monitoring provides for them, and the amount of progress each individual student makes is scrutinised and discussed with them and with their parents and carers at regular review meetings. Teachers' marking and annotating of students' work are inconsistent and there are missed opportunities for recording in work files what a student should do to make further improvements. Nevertheless, all staff at the school contribute to a sense of purpose and drive to achieve the very best results for the boys. As a result, there is more good teaching and learning at the school which has led to an acceleration of progress for most students.

Because they know their students very well and take time and trouble to involve them (with their parents and carers) in setting targets for future improvement, school leaders and managers are able to judge whether each one is working well enough and making sufficient progress. When they have concerns that rates of progress are slower, they plan targeted programmes to ensure that learning improves. Teaching assistants are well deployed in class to support individual students and small groups; they make a significant contribution to students' good progress which results from highly personalised lesson planning. Students' behaviour is welcoming and positive. Many examples were seen in lessons of students successfully managing their own behaviour with minimal support from staff.

Governors play their part in monitoring the work of the school by analysing the results of evaluation activities, and by using the target setting and review meetings to consult parents and carers about school issues and improvements.

The school's curriculum has improved with more subjects present on the timetable. Older students have some choice of subjects, mainly when they attend a local further education college to participate in vocational learning sessions. School leaders have established a strong link with the college which helps students to make plans for learning about the world of work and life after school. As a result, students are well prepared for adult life. Accreditation opportunities are developing with more GCSE or equivalent qualifications available. English has only recently become available at

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GCSE level despite some high quality teaching and learning in that subject. Students' abilities to make positive choices are enhanced by the time and energy given to planning cultural and sporting experiences for them by their teachers. Visits to London theatres are a good example of this. The school is working hard to prepare students for the forthcoming Olympics, by arranging fact-finding trips to the venues and learning the rules of a range of different sports. The school's strategy for community cohesion is not yet fully implemented and there are fewer opportunities for students to learn about the cultures and lifestyles of people in different types of societies.

The school's plans are based on its secure understanding of what it does well and what it needs to do more of to be even more successful. Together with its track record of improvements, this shows that it has a good capacity for sustained improvement and to do even better in the future.

What does the school need to do to improve further?

- Develop the school's contribution to community cohesion and extend students' understanding of and engagement with different communities and cultures within the United Kingdom and beyond.
- By September 2012, devise and implement a policy and procedures which will lead to better marking and annotating of work by teachers so that precise written information is given to students about what they need to do to improve.

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

Many students have had poor experiences of education before joining the school; often they were excluded from previous settings or very rarely attended. Because of this, there is little reliable data available on prior attainment or achievements of students. Teacher assessments carried out soon after admission show that the majority have low levels of basic skills at this stage. By the time they leave Moatbridge, as a result of good teaching and learning, guidance and support, most students have gained a GCSE qualification in more than one subject or have other forms of accreditation for work completed.

Students make good progress and enjoy their time at school and this is evident in their improving attendance. Their enthusiasm in lessons is clear. For example, students in Key Stage 4 were eager to learn the rules of handball, a new sport for the school introduced as part of their preparation for fully appreciating the Olympic Games. Students were seen working out strategies for success and considering tactics intelligently to score points.

The school's analysis of its data demonstrates that all students achieve equally well, including those in the care of the local authority, those from minority ethnic

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backgrounds and those who have additional conditions such as autism. In all lessons teachers provide students with good opportunities to improve their basic literacy and numeracy skills.

Students are clear that they feel safe and know who can help them if they have problems. They contribute well to the development of their school and their views are listened to by staff; the provision of a bike shelter in the playground, for example, resulted from discussions at the school council and provides chances for those who live nearby to cycle to school. In the wider community, students have arranged greatly appreciated tea parties and Christmas entertainments for older people and they raise funds for national charities at different times of the year. Their behaviour is generally good because they understand their targets for improvement, and many have learned effective strategies for self-control, for example, by making effective use of short periods of ‘time away’ during lessons. On each occasion this was observed, the pupil returned and settled quickly with a much more positive attitude. They openly acknowledge the second chance that the school offers them, as one senior pupil commented, ‘We come in as misfits and walk out mature.’

While there is evidence of teaching about important topical events which occur around the world, such as earthquakes and famine, students’ understanding of other societies and different lifestyles, both overseas and in other parts of the United Kingdom, is limited. Generally, students respect each other’s needs and many have learned to make responsible judgements on moral dilemmas.

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	*
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	2
Taking into account:	
Pupils’ attendance ¹	3
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

* In some special schools inspectors do not make a judgement about attainment in relation to expectations of the pupils’ age.

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How effective is the provision?

Teaching is good and there is an increasing amount of outstanding practice in the school. Strong teaching is particularly evident in English and physical education lessons, and it is good in mathematics and in practical subjects such as food technology and art. Teachers' plans are well organised and include high levels of expectation of all, as well as attention to the needs of each individual. Classrooms are spacious, neat and tidy and pleasant places in which to work and learn. Resources are of generally high quality, and are used well by teachers to stimulate students' interest.

Students are given many opportunities to discuss their work in lessons and regular opportunities are provided for them to talk about how much they have learned. Teachers encourage students to share their ideas with others in class and teaching assistants make a positive contribution in ensuring that these discussions are well focused to challenge students further. However, on some occasions, planning is vague and there is too much teacher talk which leads to some learning activities being rushed. While verbal feedback from staff is usually good, marking and written advice to students about how they might do better in the future is underdeveloped.

The curriculum has improved and broadened since the last inspection. Science, for example, is securely in place and a well-equipped teaching room stimulates the interest of students and makes this a popular subject. Learning activities are effectively knitted together by staff and, in very many lessons, teachers make good use of their subject material to improve students' literacy and numeracy skills. This was evident in a food technology lesson, for example, where students were given minimal prompts to follow recipes and weigh, measure and estimate ingredients. Information and communication technology is well used to promote basic skills and to develop a sense of curiosity, reasoning and calculation.

Good steps are taken to support students on a one-to-one basis if they are struggling in lessons and this has a positive impact on their progress. The speech and language therapist and school counsellor make effective contributions to learning and well-being programmes; their advice and support is welcomed by staff, parents, carers and students alike. Older students have the opportunity to gain experience of the world of work and they use the college courses productively to extend their understanding. This helps them to prepare well for adult life. Staff work hard to challenge absence and as a result, attendance is improving significantly. However, more work is needed by all agencies to ensure improvements by the very small number of persistent absentees who remain on roll.

The school health centre is open for students one afternoon each week and is well used by those who wish to have advice on a range of medical or social and emotional concerns. Displays and posters around the school provide useful information to students on common health problems and the dangers of smoking and drug abuse.

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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	2

How effective are leadership and management?

The headteacher, well supported by senior leaders, has done much to improve the school since the last inspection. His team has established effective systems to track students’ progress and to identify any likely underachievement. Lesson monitoring occurs frequently and feedback is robust and concise and has contributed significantly to the raising of standards. School governors provide well-focused challenge and they have a clear understanding of the school’s strengths and weaknesses. Resources are used effectively to improve students’ experiences and good value for money is achieved. The school improvement plan shows how the school intends to drive up standards; an important feature is the attention given to developing the skills of all staff to meet the various challenges presented by the young people.

Partnerships with other agencies are strong and do much to support students and their families to ensure that they continue to work well and make progress. Engagement with parents and carers is good and their involvement in target setting and reviewing is a particular strength. Safeguarding is given a high priority by all leaders and managers and effective systems are in place to ensure the safety and well-being of students. The school is very inclusive and any discrimination is tackled robustly. As a result, all of the boys are provided with increasing opportunities and make good progress. The school is an extremely cohesive community. An audit for community cohesion has been carried out but the implementation of the school’s strategies to promote it at national and global levels is at an early stage of development.

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

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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	3
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

The relatively few parents and carers returning the questionnaires were uniformly positive about the work of the school. One parent commented, 'Moatbridge is a great school. The staff are wonderful. It is a pleasant environment for the children to learn.' Parents and carers also commented on the ease with which they can contact the school and gain information. The school regularly surveys parents and carers about different issues, and governors and senior staff make themselves available for discussion at consultation evenings and other events. The inspector found that the school takes good account of the views of parents and carers and provides many opportunities for them to review their children's progress, for example, at the annual target setting meeting.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Moatbridge School 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 inspector received eleven completed questionnaires by the end of the on-site inspection. In total, there are 29 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	5	45	6	55	0	0	0	0
The school keeps my child safe	7	64	4	36	0	0	0	0
The school informs me about my child’s progress	8	72	3	28	0	0	0	0
My child is making enough progress at this school	4	36	7	64	0	0	0	0
The teaching is good at this school	7	64	4	36	0	0	0	0
The school helps me to support my child’s learning	5	45	5	45	0	0	0	0
The school helps my child to have a healthy lifestyle	6	55	5	45	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	6	55	3	28	0	0	0	0
The school meets my child’s particular needs	6	55	5	45	0	0	0	0
The school deals effectively with unacceptable behaviour	7	64	4	36	0	0	0	0
The school takes account of my suggestions and concerns	4	36	6	55	0	0	0	0
The school is led and managed effectively	7	64	4	36	0	0	0	0
Overall, I am happy with my child’s experience at this school	7	64	4	36	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 31 December 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 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.



18 November 2011

Dear Students

Inspection of Moatbridge School, Eltham Palace Road, London SE9 5LX

Thank you for being so helpful when I came to inspect your school recently. In particular, thanks to those of you who showed me your work files and discussed your progress with me. Thanks too, to the members of the school council who gave me their views on life at your school.

Moatbridge is a good school. Your teachers plan interesting lessons and a range of other stimulating activities such as visits and sports. You respond positively by working hard and behaving maturely. The school has lots of ways of checking that you are doing as well as possible.

Your school is well led by your headteacher but it wants to do even better for you in the future. I have asked staff to do three things to make improvements.

- Provide more opportunities for you to learn about different cultures within the United Kingdom and beyond.
- Offer you the chance to study for GCSE in English in the future.
- Ensure that the marking of your work gives you better information about what you have to do to improve.

You can help by attending regularly, working as hard as you can in lessons and continuing to behave well.

Yours sincerely

Bob Pugh
Lead inspector

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