

Moving On Pupil Referral Unit

279 High Street, Croydon, CR0 1QH

Inspection dates 15–16 July 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Good teaching, with activities which are well matched to individual needs, means that students make good progress.
- Students leave with a good range of GCSE and vocational qualifications. They do particularly well in subjects such as information and communication technology (ICT) and health and social care.
- The curriculum is very well matched to what students need to achieve to enable them to continue with their education or training after they leave.
- Good support and pastoral care ensure that students are well supported throughout their time at school and are able to achieve well.
- The school is well led and managed. Senior managers and the management committee have a clear sense of purpose and staff share their vision.
- Almost all students respond well to the chance of a fresh start. They are generally well behaved in lessons and any individual issues are not allowed to disrupt the education of others.
- Most students attend school much more regularly than in their previous settings. This helps them to make good progress and overcome their difficulties.
- Strong links with a wide variety of other organisations provide students with very good opportunities for spiritual, moral, social and cultural development.

It is not yet an outstanding school because:

- Not enough of the teaching is outstanding to ensure the students make rapid progress. Questions are not always used well enough to check students' understanding. Teachers' marking does not always give students enough guidance on how to improve their work.
- Students' use of literacy and numeracy in other subjects is variable. Staff do not ensure that all students regularly practise and improve their skills in these areas.

Information about this inspection

- This inspection was carried out by one additional inspector.
- The inspector observed nine lessons taught by seven teachers. All of these were observed jointly with senior managers.
- The inspector held discussions with leaders and managers, a group of students, the chair of the management committee, a representative of the local authority, the school's education welfare officer and a police liaison officer.
- The inspector observed the school's work, attended assembly, looked at assessment information, the analysis of students' progress, curriculum information, reports to the management committee, links with parents and carers and many other documents. She analysed the responses to a questionnaire from 10 staff.

Inspection team

Grace Marriott, Lead inspector

Additional Inspector

Full report

Information about this school

- Moving On is part of the Saffron Valley Federation, a group of four referral units funded and supported by the London Borough of Croydon. It is a unit for up to about 40 Year 11 students, most of whom have been permanently excluded from school and who also experience social, emotional and behavioural difficulties.
- The Year 11 pupils who joined the school in 2013 left at the end of June 2014 and at the time of the inspection, 17 Year 10 pupils had joined it very recently.
- The school also organises education for students who are hard to place in mainstream schools because they have recently arrived in the borough.
- The school has significantly more boys than girls, who account for about a quarter of the intake. In terms of ethnicity, the largest groups in the school are students from Black Caribbean, Black African and White British backgrounds. Some students from minority ethnic backgrounds speak English as an additional language, although few pupils are at a very early stage of learning English.
- About half of the students are known to be eligible for additional government funding known as the pupil premium.
- Most pupils have special educational needs that are supported by school action. Typically, the needs of these students are behavioural, emotional and social difficulties. No student has a statement of special educational needs.
- Students mainly study for GCSE and recognised vocational qualifications in partnership with external organisations such as SILC (construction industry) and the Chartered Management Institute.
- Since the previous inspection the headteacher has retired and the deputy headteacher has become acting headteacher pending the reorganisation of the Saffron Valley Federation. A new deputy headteacher has been appointed on a short-term contract.

What does the school need to do to improve further?

- Raise the proportion of outstanding teaching by ensuring that:
 - questioning in lessons is more focused on checking students' understanding
 - marking gives students more specific guidance on how to improve and the time to respond.
- Plan more systematically to identify where literacy and numeracy skills can be more widely developed so that work in all subjects helps students to:
 - gain in confidence and achieve higher standards of written English
 - increase their competence and accuracy when using their mathematical skills.

Inspection judgements

The achievement of pupils

is good

- Students join the school with levels of attainment which can vary widely but that are usually below and often well below their classmates in mainstream schools. They have usually been underachieving because their education has been disrupted by exclusion or poor attendance at mainstream schools. Most students succeed in completing the year at the school and over time make good progress.
- In almost all lessons, good adult-student working relationships make sure students remain involved in learning. In an ICT lesson, for example, students rapidly improved their understanding of the different components of computers and their function. Their oral and written explanations, using appropriate technical language, showed secure knowledge.
- Early entry to GCSE and to functional skills tests is used to help motivate students to achieve more than they thought they could. Almost all students leave with a recognised qualification in English and mathematics and a few students each year achieve a C grade or above in English and/or mathematics.
- Although students' actual GCSE attainment is below the average levels nationally, the results in the BTEC vocational courses are consistent with national outcomes. Many students leave with the equivalent of five or more good GCSE passes.
- Students generally achieve the qualifications they need to go on to continue their education or training and the proportion of students going on to further education, employment or training is above the national average. Students receive well-targeted support and guidance to help them choose the right courses, training or apprenticeships.
- There are no significant differences in the achievement of different groups. Students eligible for support through additional funding make as good progress as others, and often better. Boys and girls, those with different levels of learning difficulties, those for whom English is an additional language and those looked after by local authorities make progress at a similar rate and achieve equally well.

The quality of teaching

is good

- Consistently good and sometimes outstanding teaching successfully promotes good achievement. Teachers get to know their students very quickly, plan work which engages students and make learning lively and interesting. In a religious studies lesson students discussed their homework on their own version of the Ten Commandments, comparing them with the account in the Bible. The task had made them think about a range of social and moral issues which affected their lives and they made good progress as a result.
- The evidence of teaching over time shows that it has improved. Teachers have high expectations of students and match their teaching carefully both to the requirements for the examination courses and to the needs of individuals so that the work is neither too easy nor too hard. The impact of this was seen in mathematics lessons where the level of challenge and the careful attention to individual needs led to rapid gains in confidence and good progress.
- On a small minority of occasions some teachers' questioning is not effective enough to establish how well students have understood the work or what is expected of them.
- The evidence from students' work showed that the marking in the BTEC courses is good. This contributes strongly to good achievement, some other marking is not always sharply focused enough. It does not always give students precise enough advice on how to improve and students are not routinely given time to respond to the guidance.
- Students tend to lack confidence in their basic skills. Teachers typically emphasise the importance of good literacy and numeracy skills. This extension of basic learning is not, however, planned systematically enough to ensure that opportunities are identified and exploited in all subjects.
- The partnership between teachers and support assistants is very effective in ensuring that

students can cope with the level of challenge in the work they are being asked to do.

The behaviour and safety of pupils are good

- Behaviour is good because it is well managed. It is not outstanding because students do not yet take enough responsibility for managing their own behaviour. The school is an orderly and well-organised community where students quickly learn what is expected of them and behave well in lessons.
- Good relationships between all adults and students result in a purposeful and safe working atmosphere. Consistent routines and good adult support help students to learn well.
- It is very evident that almost all the Year 10 pupils who have only recently joined the school have settled quickly. Almost all are responding positively to the opportunity for a fresh start. They are pleased that they have the chance to find out about different subjects and meet staff during the two week induction prior before Year 11. They feel this helps them to make the most of what is on offer.
- Staff are quick to ensure that any poor behaviour is not allowed to disrupt the education of others. They work hard to help students understand that actions have consequences and the rate of exclusions has declined. Rewards and sanctions are used appropriately and students understand the rationale for these.
- The school's work to keep students safe and secure is good. Carefully designed programmes help students to improve their understanding of how to keep safe and contribute well to developing their understanding of the risks of gang culture as well as the risks of using drugs and alcohol. The school has a zero tolerance approach and students are fully aware of and are left in no doubt about the consequences of bullying and homophobic or racist behaviour. On the few occasions when these occur, they are dealt with quickly and appropriately.
- Almost all students improve their attendance during their time at the school. Working closely with their education welfare officer, staff monitor attendance and punctuality carefully and take very rapid action to deal with absence, quickly involving parents and carers.

The leadership and management are good

- The strong leadership team is well supported by staff who are fully committed to the school's ethos. The team of teachers, pastoral staff, teaching assistants and support staff understand the direction the school is taking. Morale is good and staff are proud of their contribution to the students' achievements.
- Teaching has shown consistent improvement as a result of monitoring and relevant support and training. Arrangements for the management of the performance of teachers and other staff are clear and robust and outcomes are clearly linked to pay and promotion. Staff benefit from good training and opportunities to undertake further professional development.
- Senior staff robustly evaluate students' progress. Achievement and behaviour are tracked daily and leaders quickly adapt individual programmes for students to provide any additional support they may need. Parents and carers are fully involved in discussion about students' welfare and are generally supportive of what the school is trying to achieve.
- The benefits of additional funding received through the pupil premium are regularly evaluated to ensure that the students are making fast enough progress. These students are making progress which is at least as good as others' in the school and often better.
- Students are in school for only one year and in that time the school has to ensure that their academic as well as personal and social needs are met. The curriculum is outstanding because of its flexibility and ability to respond to students' needs. The vocational programme is regularly adjusted to enable students to take the subjects relevant to their career choice, alongside the core of English, mathematics, religious education, physical education and ICT. Students can take courses in areas such as sports leadership, motor vehicle maintenance and construction trades. If students express a genuine interest in a subject, the school will do its best to find a

suitable course.

- The curriculum includes a strong and successful focus on spiritual, moral social and cultural development and in tackling issues of equality. Staff are aware of issues around extremism and use opportunities in subjects such as religious education, English and the equality and diversity course to challenge stereotypes and make students aware of issues. For example the school was commended for its work with students in the wake of the murder of a soldier in Woolwich.
- The school's development planning is realistic, based on good evaluation of current performance, and includes appropriately challenging goals for the future. The local authority provides effective support which contributes to the school's capacity to improve further.
- **The governance of the school:**
 - The management committee is well informed and is increasingly asking pertinent and challenging questions about achievement and other key areas such as attendance. Committee members know how the pupil premium is being used to support students and that there is little difference in achievement between this group and the others. They understand the relationship of performance management to pay and promotion, as do teachers, and are prepared to support the school when difficult staffing decisions need to be taken.
 - The committee has ensured that statutory requirements for safeguarding are met. Committee members have had appropriate training and the chair of the safeguarding sub-committee regularly checks the school's records.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	134048
Local authority	Croydon
Inspection number	439480

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

Type of school	Pupil referral unit
School category	Community
Age range of pupils	14–16
Gender of pupils	Mixed
Number of pupils on the school roll	17
Appropriate authority	Local authority
Chair	David Johnston
Headteacher	Andrew Clark
Date of previous school inspection	16–17 March 2011
Telephone number	020 8604 1414
Fax number	020 8604 1295
Email address	reception@movingonschool.c.uk

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