

Manor Green College

Arc PRU, Century Youth House, Romford, RM1 2PS

Inspection dates 11–12 February 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Inadequate	4
Leadership and management		Inadequate	4
Behaviour and safety of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Achievement of pupils		Inadequate	4

Summary of key findings for parents and pupils

This is a school that requires special measures.

- Teaching is inadequate. Teachers and support staff have not received adequate training in new policies designed to remove the barriers to learning faced by many of the students.
- Students' achievement is inadequate and varies too much across the four campuses. Students make too little progress, especially in English and mathematics.
- Systems introduced by leaders, managers and the governing body, to improve teaching through the management of teachers' performance have not yet had time to be fully effective. This lack of improvement has meant that teaching and students' achievement are inadequate.
- Leaders and managers do not monitor teaching and the curriculum well enough and they do not all have the skills to bring about improvement.
- Teachers do not have high enough expectations of students' behaviour and learning in lessons. Sometimes students do not engage with their work. Teachers do not always ensure that work is at the right level. Teaching assistants are not always effective in supporting students' learning.
- Teachers do not always provide clear guidance for students about how to improve their work.
- Attendance is very low across the college; as a result, behaviour and safety are inadequate.
- Leadership and management are inadequate because, until the arrival of the new interim executive headteacher, many of the required policies were not in place. Until recently, checks on performance were inaccurate so the previous management committee did not have a grasp of students' performance.
- Targets set for students, including disadvantaged students, are not always rigorous, and support is not always effective in helping students to do better.
- The range of subjects taught is inadequate. Some students do not have access to the full range of subjects to which they are entitled.

The school has the following strengths

- Students feel safe and have no concerns about bullying.
- Systems to bring about improvement have been introduced since the arrival of the interim headteacher.
- Students get on well together. They say they like the college because of the small numbers of students in lessons.
- Students at the Green Vale campus make better progress because the quality of teaching, and students' attendance and progress are checked rigorously.

Information about this inspection

- The inspectors observed teaching and learning in 10 lessons or parts of lessons. The majority of the lessons were observed jointly with senior leaders.
- All four campuses were inspected.
- The inspectors looked at the work in students' books and talked to students in their lessons.
- Discussions were held with students, the Chair of the Management Committee, staff including senior and middle managers, and a representative of the local authority.
- Additional discussions were held with the intervention manager and the community police officer.
- The inspectors considered a questionnaire sent in by a parent. There were only four responses to the online questionnaire (Parent View). This is too few for the results to be displayed or taken into account.
- The inspectors looked at a range of evidence including the school's own data on students' current progress, planning and monitoring documentation, records relating to behaviour and attendance, and documents concerning safeguarding.

Inspection team

Moazam Parvez, Lead inspector	Additional Inspector
Jill Thomas	Additional Inspector
Diana Osagie	Additional Inspector

Full report

In accordance with section 44 of the Education Act 2005 (as amended), Her Majesty's Chief Inspector is of the opinion that this school requires special measures, because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Information about this school

- The college provides for students who have been permanently excluded from mainstream schools or who have been assessed by the local authority as likely to benefit from an alternative curriculum to that normally found in mainstream schools. This includes students who are unable to attend a mainstream school for medical reasons.
- Manor Green College caters for students from Key Stage 1 to Key Stage 4, as well as for students with medical needs.
- The majority of the students are boys, and mostly from White British backgrounds.
- Previously, students were educated at full-time placements at commissioned alternative providers in the borough. In April 2013, the pupil referral unit was restructured and renamed Manor Green College. It now consists of four campuses each providing for specific groups of students. As a consequence, all students are now taught at the college.
- Six alternative providers are used. These are: Barking College, Redbridge College, Gold Trowel, Lambourne End, Motorvation and Stubbers.
- The proportion of students known to be eligible for support from pupil premium funding is higher than the national average. This is additional government funding for students known to be eligible for free school meals or looked after by the local authority.
- Both the management committee and the senior leadership have been recently restructured to improve their effectiveness.
- A new Chair of the Management Committee took up their post in February 2014. The interim executive headteacher has been in post since November 2014.

What does the school need to do to improve further?

- Ensure that leadership and management are more effective by:
 - making sure that all the required policies are in place and their importance is understood by all staff
 - making certain that leaders check carefully on the quality of teaching and the curriculum in all parts of the college
 - building on the recently introduced system for checking students' progress, so all students, including disadvantaged students, achieve equally well, particularly in English and mathematics
 - making sure that leaders and middle managers are equipped with the necessary skills to manage their teams effectively and hold them to account for raising achievement.
- Improve the quality of teaching by:
 - ensuring that teachers have higher expectations of students in lessons and that students are engaged in their work
 - making sure that teachers make effective use of assessment information so that work is at the right level for students
 - ensuring teaching assistants are supported, through training, to develop the skills they need to be more effective in supporting students' learning
 - ensuring that teachers provide students with clear guidance on how to improve their work
 - working closely with mainstream schools to identify best practice that could be used effectively at the college.
- Improve students' achievement so that they all make the expected progress from their starting points by:

- accurately assessing their starting point in each subject and setting realistic targets for their progress
 - monitoring rigorously the progress students make towards these targets and identifying appropriate support as required
 - making certain that the curriculum is carefully adapted for students in all key stages
 - ensuring that teaching of literacy and numeracy across the college is a priority.
- Improve attendance by ensuring the systems currently being developed are fully embedded in all parts of the college and are used consistently in tackling poor attendance.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the college's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management are inadequate

- Leaders have not always ensured that the data and assessments recorded about students' progress are accurate or reliable. As a result, they have found it difficult to track their progress accurately. Generally, information is not used well by leaders and staff to gain a good understanding of how well the various groups of students are doing, including disadvantaged students. However, systems to monitor student's progress are considerably more robust at the Green Vale campus.
- The interim headteacher has a clear vision for the future of Manor Green College. In a short time, he has made a significant impact on improving the leadership structures. However, these strategies have not yet had time to be embedded and new policies are not all understood by all staff. Although leadership is improving at all levels it has yet to impact sufficiently on students' achievement and on the quality of teaching, both of which are inadequate overall.
- Discussions with school leaders following joint observations showed that the leadership team has an accurate view of the quality of teaching.
- The college is developing systems to support teachers to improve their practice and become more effective. However, this is still at an early stage and improvements are not yet evident.
- Until recently there have been no effective systems to monitor the performance of teachers. New structures are now being developed to ensure that the management of teachers' performance and salary progression are linked to teachers' impact on students' progress.
- The interim headteacher and the new leadership team have a clear picture of the college's strengths and areas for improvement. They are acting quickly to address weaknesses. However, there is much work that needs to be done to address the significant legacy of previous underperformance. Staff are generally positive about the changes being implemented, exemplified by one response in the staff questionnaire which simply said, 'There is now a light at the end of the tunnel.'
- Teaching assistants and other adults in lessons are not being used well enough to help create an effective learning environment.
- The curriculum does not provide the full range of subjects needed to meet the needs of all students. The curriculum does not prepare students fully for life in modern Britain. In addition, it does not promote social, moral, spiritual and cultural development across the college effectively enough. However, at the Green Vale campus, relevant themes are promoted through wall displays and students respond appropriately. This can be seen, for example, in the poems Key Stage 4 students wrote about remembrance.
- Advice and careers guidance in helping young people to make informed choices about their next steps are only available to students in Key Stage 4. However, this provision is in the process of being made available to students in Years 8 and 9. In the interim period, a scheme of work to support careers education in Key Stage 3 has been introduced.
- Students speak highly of staff and positive relationships are promoted. The college ensures discrimination is not tolerated and promotes equality of opportunity.
- Although the local authority has not been effective in monitoring and supporting the college in the past, it is now fully aware of the issues within the school and the areas for improvement. The local authority has, with the headteacher, planned an effective package of support to enable the college to continue on its path of improvement. The college does not use best practice from mainstream schools to develop the quality of teaching.
- Leaders have not monitored the impact of additional government funding on the students at the college to ensure that this makes a difference.
- Additional sport funding is used well. Teachers at Oglethorpe Campus which supports primary pupils, have provided additional opportunities including visits to an outdoor activity centre.
- The progress of students educated at alternative providers is carefully monitored by a senior leader at the college. The attendance of these students is also monitored on a daily basis.
- The roles of middle leaders are not fully developed. Some are new in post this year and, although they are enthusiastic and clear in their plans, they have not yet become fully involved in checking the quality of teaching and the curriculum in all parts of the college. Not all middle leaders have developed the skills to manage their teams effectively and hold them to account for raising achievement.
- Safeguarding arrangements meet current requirements.
- Manor Green College should not appoint newly qualified teachers until further notice.

■ The governance of the school:

- There has been a recent restructuring of the management committee to ensure it becomes more effective in challenging and supporting, as well as monitoring, the work of the college.
- As a result of the new leadership structure in the college, the management committee is now more aware of the issues regarding students' achievement and the quality of teaching. It is working with the college to improve these. The management committee has commissioned independent consultants to work with the college to support the headteacher and the senior leadership team in driving forward these improvements.
- The management committee has challenged leaders to provide information about the effectiveness of the college. However, in the past it was given inaccurate and misleading information on the college's performance, including data regarding performance management of staff. This has been rectified under the new leadership structure of the college.
- The Chair has worked effectively with the new interim headteacher to ensure that effective systems of staff performance management are now in place.
- The Chair of the Management Committee has ensured that the committee members have challenged the college to ensure systems and structures are in place to improve its effectiveness. However, this has not been effective in improving teaching and achievement. The lack of accurate systems to track students' progress has hampered the degree of challenge from the management committee.

The behaviour and safety of pupils

are inadequate

Behaviour

- The behaviour of students is inadequate
- Students sometimes lack focus and are not always fully engaged in their work during lessons.
- Behaviour around the college is generally well managed. Individual behaviour programmes are monitored daily and mostly, they are effective in supporting better behaviour. Students generally develop positive relationships with staff. Records of behaviour at the Green Vale campus indicate that high expectations and students' desire to do well combine to create a positive learning culture.
- Students' behaviour in and around the college is generally good. However, in lessons where they are not engaged or challenged, students can behave inappropriately. This is more evident at the Manor Green campus with Key Stage 4 students. Staff management of students' behaviour in these instances is not always effective. An example of this is where teachers, in some lessons, do not tackle students' use of inappropriate language.
- Students want to learn, but they are not always given the appropriate opportunities to make good progress.
- Students at the Manor Campus said that behaviour is improving as a result of the work by the head of behaviour and attendance who has responsibility for improving the behaviour of students.
- Despite some recent improvement, attendance overall is still well-below average. Students' attendance at Key Stage 4 is very low. Attendance of students in Key Stage 3 is only slightly better than this. Attendance of Key Stage 1 and 2 students at the Oglethorpe campus is much higher. The attendance of students with medical needs at the Green Vale Campus is low.
- Attendance at alternative provision supports students' behavioural development well, resulting, in some cases, in an improvement in their behaviour on their return to the college.
- Exclusions have reduced in number since last year; however, there has been a short-term rise with the introduction of a new behaviour strategy.

Safety

- The school's work to keep students safe and secure requires improvement. Too many students are missing out on their education.
- The safeguarding policy is has not been reviewed recently and there has been limited oversight of policy by the management committee.
- Students say that they feel safe at the college and that they understand how to keep themselves safe. The community police officer provides effective support to reduce the vulnerability of girls to sexual exploitation.
- Students say they like the college because it is small and they get more attention from adults, with whom they are on good terms. One student who sought out the inspectors to give his views about the staff said staff are generally very caring and supportive. Inspectors agree.

- Students say, and other inspection evidence confirms, that there have been no recent instances of bullying. One student commented, 'There is banter but everyone gets on with each other really well.' Personal, social and health education lessons include discussion of a range of issues including homophobic bullying, extremism and cyber bullying.

The quality of teaching**is inadequate**

- Teaching is not good enough to ensure that all students make the necessary progress from their different starting points.
- Too much teaching fails to engage students or to improve their attitudes to learning. Teachers' expectations of what students can achieve are too low. This means students are not challenged to achieve the grades they are capable of and, therefore, they make inadequate progress.
- Teachers do not use assessment information effectively. They do not check the progress that students are making or modify the work if students are finding it too easy or too hard.
- The impact of teaching over time has not enabled students to make either rapid or sustained progress, particularly in English and mathematics.
- Where teachers have high expectations, students are engaged in their work. In these instances, work is pitched at the right level, enabling students to make faster progress.
- Teachers' marking of students' work generally does not provide students with good feedback about how well they are doing and how to improve their work. This practice is stronger on the Green Vale campus where students were observed responding to the targets set, and feedback given, by teachers. Parents of these students receive regular written reports about their progress.
- Teaching assistants are generally not used effectively to support students in improving their learning.
- Some teachers do not have high enough expectations of students' behaviour. For example, in some lessons, students' use of inappropriate language is not challenged.

The achievement of pupils**is inadequate**

- Students make too little progress. Rates of progress are slow, particularly in Years 10 and 11. The attainment of students in their final year is significantly below what might be expected considering the students' abilities and starting points.
- Most students arrive at the college with knowledge, skills and abilities which are generally below the levels typically seen for their age.
- Standards in English and mathematics remain below average. Results are poor overall and show too little improvement over time.
- Literacy and numeracy are not addressed effectively or consistently across the college.
- There is insufficient monitoring of the achievement of students supported by pupil premium funding. It is not clear if these students have made sufficient progress and whether they are closing the gap between their attainment and that of others.
- Disabled students and those with special educational needs are making progress at similar rates to the others in the centre. This is because the college is only just developing the systems and structures to monitor and track the different groups of students in the college and to ensure extra support makes a difference.
- Students attending the Gold Trowel provision make good progress in developing their practical skills, although written work is less well supported. Students are able to use subject-specific vocabulary well and speak about the improvement in their attitude to learning and in their confidence.
- Students attending the Green Vale campus, those with medical needs, achieve well because leaders there keep a closer eye on their achievement.
- The achievement of the most-able students at the college is inadequate because, too often, they are set work that is too easy.
- No students are entered early for any examinations.

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	131193
Local authority	Havering
Inspection number	442159

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

Type of school	All-through
School category	Pupil referral unit
Age range of pupils	4–16
Gender of pupils	Mixed
Number of pupils on the school roll	113
Appropriate authority	The governing body
Chair	Kevin Walsh
Headteacher	Patrick Eames
Date of previous school inspection	13 March 2013
Telephone number	01708 764370
Fax number	01708 750879
Email address	peames@mgc.havering.sch.uk

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