

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



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Ms Kerry Linden
Acting Head of College
Manor Green College
Manor Campus
Century Youth House
Romford
RM1 2PS

Dear Ms Linden

Special measures monitoring inspection of Manor Green College

Following my visit to your college on 18–19 November 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the college's previous monitoring inspection.

The inspection was the second monitoring inspection since the college became subject to special measures following the inspection which took place in February 2015. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached.

Having considered all the evidence I am of the opinion that at this time:

The college is not taking effective action towards the removal of special measures.

The local authority's statement of action and the college's action plan are not fit for purpose.

The college may not appoint newly qualified teachers before the next monitoring inspection.

This letter and monitoring inspection report will be published on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Management Committee and the Director of Children's Services for Havering.

Yours sincerely

Lesley Cox
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in February 2015

- 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 the 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.

Report on the second monitoring inspection on 18–19 November 2015

Evidence

During this inspection, meetings were held with the acting head of college and the two acting deputy heads of college. The Chair of the Management Committee, the Chief Executive Officer of the named sponsor and three representatives of the local authority also met with the inspector. Pupils were spoken to throughout the inspection and their views taken into account. Conversations with parents and carers and 10 responses to the online questionnaire, Parent View, were considered. Meetings were held with the community police officer and the special educational needs coordinator. Over 20 staff members attended a meeting with the inspector to share their views. The local authority's statement of action and the college's action plan were evaluated. The inspector visited all four college sites and two alternative providers of vocational education, attended by pupils from the college. Joint observations of teaching, learning and assessment were conducted with senior leaders at all four sites. The single central record of the checks made on new staff and other documents recording the college's work were scrutinised.

Context

The acting senior leadership team has remained unchanged since the last monitoring inspection. There remain a number of staff vacancies across all four sites and over half the number of teaching posts are filled by temporary staff. The staff team changes as post-holders come and go on a regular basis. Since the last monitoring visit in July 2015, 25 new staff have joined the college. The management committee has a number of vacancies that remain unfilled. A preferred academy sponsor has now been identified as the Olive Academies Trust. Timescales for the academy conversion are still unclear but a date of 1 April 2016 is being worked towards.

Outcomes for pupils

The academic standards achieved by Year 11 pupils at the end of last term were disappointing. No pupils achieved five GCSE passes at A*– C grades and very few achieved a single pass at these grades. Only half the number of pupils enrolled in Year 11 achieved a single GCSE pass at A*– G grades, with the remaining half leaving the college without having achieved any GCSE examination passes at all. This represents a further fall in standards since the college was placed into special measures.

Since September, leaders have worked with consultants from the local authority and the proposed sponsor to establish accurate starting points for every pupil when they join the college. Within two weeks, staff are provided with comprehensive information about what pupils have already achieved and what progress they could be expected to make in every subject. Effective tracking systems have now been

implemented across all four college sites. Progress against individual starting points is now measured and checked at the end of every half term. As a result, leaders are better informed about rates of progress for individuals and groups. They have correctly identified that this information needs to be checked to make sure that all teachers are able to assess pupil outcomes accurately. The current tracking information demonstrates that less than half the pupils across the college are making the expected levels of progress in all three subjects of English, mathematics and science. Some pupils have not made any progress at all for some time.

The poor condition of the buildings and resources at the Key Stage 4 Manor campus restricts the learning activities that can be offered. Sports and vocational opportunities are severely limited because specialist equipment is not available or the facilities that are there are not fit for purpose. For example, pupils are unable to make use of the multi-use games area because it has not been maintained and is no longer safe to use. Pupils who would benefit from participating in practical activities therefore make less progress than they could and achieve poorer outcomes.

Standards achieved in literacy and numeracy are still too low. Pupils are unable to improve their reading, writing, communication and mathematical skills because opportunities to apply these skills are not planned across all classes and subjects. This limits how much some pupils contribute to lessons and restricts what older pupils are able to achieve when they leave the college.

Pupils who attend the primary campus have benefited from an extensive review of the curriculum since the summer. Learning activities now reflect individual needs more closely and pupils move to groups with higher levels of demand as soon as they are ready. Pupils' social and emotional outcomes have improved significantly because pupils are now engaging with their learning more positively.

Quality of teaching, learning and assessment

Teaching and learning standards across the college are still too low and pupils continue to make less progress than they should.

Leaders have reviewed policies and procedures to set minimum quality standards for teaching and learning across the college. Staff are made aware of the raised expectations and are held to account for achieving them more robustly. Teachers increasingly use the improved information collected when pupils arrive to inform their planning. This includes taking account of the needs of those who are disadvantaged or have special educational needs. Although improvements have been made, it has not been possible to ensure the consistent implementation of the new standards because of the frequent staff changes.

Teachers are starting to share good practice with each other and seek opportunities to observe and reflect on the practice of others. However, there remain few opportunities to work with each other or mainstream colleagues or to standardise pupil assessments. Plans to address this are at an early stage and have yet to make a difference.

Pupils know the targets they have been set and receive regular feedback from teachers about their progress. However, not all targets take account of the highest standards that some pupils could be expected to achieve or are challenging enough to ensure that pupils catch up quickly.

Teaching assistants are benefiting from further training. All support staff have been attached to different classes or subjects, rather than individual pupils. The purpose of their role is more keenly focused on improving learning. However, the quality of support remains variable across different classes and key stages. Some teaching assistants are still too quick to intervene and do not always allow pupils to apply themselves or attempt tasks unassisted. This means pupils are not encouraged to accept responsibility for their own learning as quickly as they could.

Personal development, behaviour and welfare

Pupils' attitudes to learning are not as positive as they should be. Poor teaching and limited practical learning activities have a negative effect on how well older pupils engage with their learning. Exclusion rates for Key Stage 4 pupils are still very high and show no sign of declining. There are no catering facilities and pupils are allowed to leave the Manor campus to get something to eat at break- and lunchtimes. They drag their heels coming back and some seize the opportunity to smoke and gather in the road outside. Despite careful monitoring by staff, this gives a very poor impression to local residents and can lead to further disruption to learning.

Improved systems for following up absence have led to attendance rates improving overall since September. However, further significant improvement is required and the punctuality of older pupils remains a cause for concern.

Primary pupils have benefited from a new behaviour policy which is now being applied consistently across all classes. As a result, the number of restraints and exclusions involving primary pupils has fallen significantly since September.

Leaders and teachers work closely with a range of other professionals and agencies. Educational psychologists and speech and language therapists assist staff to identify and support individual needs. A full-time special educational needs coordinator has now been appointed and is starting to monitor the impact of additional support and to liaise effectively with health and social care professionals. Personal, social, health and economic education (PSHE) lessons are carefully planned to provide high-quality information, advice and guidance to pupils. For example, the community police

officer has spoken about the risks of gang associations, and regular careers advice is provided by the Prospects service. All Key Stage 4 pupils have the opportunity to attend high-quality alternative learning provision for at least one day every week. This promotes independence and allows them to achieve vocational qualifications that are valued by employers. Pupils appreciate the support they get at the college and relationships with staff are generally positive.

Effectiveness of leadership and management

Leaders and managers have a thorough understanding of the improvements that need to be made. They have established better systems for monitoring attendance and staff recruitment procedures are robust. The curriculum has been reviewed and more closely supports the needs of pupils. Support systems for the most vulnerable pupils are effective because leaders work collaboratively with other professionals and organisations. New systems for tracking pupil outcomes are used effectively to identify underachievement and provide additional support. Parents are appreciative of the support provided by the college and can now access more information on the college website.

Leaders judge the quality of teaching and learning accurately and provide strong support and challenge to staff. They will not compromise when teaching is judged to be less than effective, and temporary teachers have not been retained if they have been unable to sustain the minimum standards expected. However, the impact of the actions taken by college leaders has been constrained by the high staff turnover and recruitment difficulties. For example, the college has yet to appoint teachers who can lead and implement improvements in literacy and numeracy across the college.

Communications between leaders, management committee members and the local authority have improved since the last monitoring visit. However, members of the management committee remain unclear about their responsibilities and feel unable to provide strong support and challenge because their role has been eroded by the monitoring boards appointed by the local authority. For example, although the external reviews of governance and use of the pupil premium have been carried out, few of the recommendations have been followed up.

Following the judgement at the first monitoring inspection, the local authority re-submitted its statement of action and the college action plan was reviewed by leaders. The new statement of action now includes information to show how parents will be informed of the proposed actions and how their views will be considered. Apart from this improvement, the plans remain unfit for purpose. The reviews of governance and the pupil premium have been omitted and it is not clear how or when any recommendations made in the reviews will be achieved. Nearly all actions have been allocated to college leaders who are then required to monitor and evaluate their own work. This creates a conflict of interest. Timescales are unrealistic and the plan has not identified any milestones to check that actions have been

carried out quickly enough. Consequently, some improvements have been delayed or have failed to happen. No account of the cost of any actions has been taken. This means that those responsible for governance are unable to budget for the improvements that are necessary. As it stands, the plan does not allow leaders to drive forward improvement quickly or judge how effective actions have been. This has led to the pace of improvement across the college being too slow.

Representatives of the Olive Academies Trust have a clear vision for the future and have wasted no time in working with leaders to raise standards. They have correctly identified that the current buildings and resources are unacceptable. They are now working with the local authority to identify a more suitable site that will provide Key Stage 3 and Key Stage 4 pupils with the facilities that they need. Plans for the medical and primary provisions within the college are not finalised and will not be included in the sponsorship agreement which has yet to be signed. Ongoing indecision about these arrangements has had a negative impact on staff morale and the recruitment of permanent teachers. Delays in identifying an academy sponsor and fully implementing an effective action plan have impacted badly on the quality of education provided to current pupils.

External support

Improved support for leaders and managers within the college, using consultants from the named sponsor and the local authority, has been arranged. This support has been effective and has helped leaders to review and implement new policies and practices. As a result, they are now able to ask the right questions and increasingly hold staff to account for the outcomes achieved by their pupils. However, leaders and those responsible for governance have been too slow in providing support for weak teaching and learning in English and mathematics. Support from a teaching alliance and the local authority school improvement service is now planned but has yet to benefit pupils currently attending the college.