

Moatbridge School

Inspection report

Unique Reference Number	100204
Local Authority	Greenwich
Inspection number	276269
Inspection date	8 May 2006
Reporting inspector	Judith Charlesworth

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 on roll	
School	
Appropriate authority	The governing body
Chair	Mrs Carol Wood Mr Michael Byron
Date of previous school inspection	Not previously inspected
School address	Eltham Palace Road Eltham London SE9 5LX
Telephone number	020 8850 8081
Fax number	020 8850 0987

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Moatbridge provides for students who have social, emotional and behavioural difficulties (SEBD). All have statements of their special educational needs. Greenwich is one of London's most socially deprived boroughs, and the great majority of students come from the area. Most of the students are of White British origin, with about one sixth from Black ethnic groups. Students' previous schooling is variable leading to low attainment and under-achievement. Most have had periods of non-attendance, exclusion and have attended a number of schools, although in the past two years the great majority have previously attended Greenwich's primary SEBD school. Many of the students are in the criminal justice system.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade:

What the school should do to improve further

- Increase the attendance rate and decrease the number of exclusions
- Complete curriculum planning to include music and a modern foreign language
- Improve and formalise the management systems so that the information gained can be more usefully used.

Achievement and standards

Grade:

Personal development and well-being

Grade:

Quality of provision

Teaching and learning

Grade:

The quality of teaching and learning is good because staff know individuals very well. Each subject teacher keeps records of students' attainment and progress in their subject, which enables them to plan work and support to effectively meet students' needs.

The behaviour management system is intrinsic to the smooth running of lessons. The teaching assistants have a clear brief to support the behaviour management system, which they do effectively. Teachers use a relaxed attitude, humour and a mixture of questioning, explanation and discussion to maintain students' interest and draw out and extend their knowledge and understanding. Effective use is made of the interactive white boards, which engages students and motivates them to participate. However, occasionally, free discussion gets in the way of students listening carefully to what the teacher is saying. Nevertheless, students clearly demonstrate their prior learning, and build upon it effectively in lessons. They self-evaluate regularly which helps them take responsibility for their own learning and behaviour.

Curriculum and other activities

Grade:

The curriculum has strengths and weaknesses, but is satisfactory overall. All subjects of the national curriculum are taught at Key Stage 3, but not all, for example music, has a suitable scheme of work. Provision in mathematics is good, and in information and communication technology is satisfactory and much improved since the last inspection. Provision in modern foreign language is inadequate. Accreditation is developing, and an increasing number of GCSE and Entry Level courses are now being taught. Further opportunities for accreditation are available through college links and work experience placements. The school has been innovative in designing the curriculum to meet the SEBD students' particular needs and interests. For example, Cultural Studies at Key Stage 3 successfully combines history, geography and religious education into half-termly topics. Social Skills Experience sessions offer combined therapies in a stimulating, non-threatening form. The accommodation limits some aspects of the curriculum, but especially physical education as the hall is too small for indoor games. However,

the school makes extensive use of other schools' facilities, such as green field space, swimming pools and a full size gymnasium to compensate for this.

Work-related learning is improving as a result of a specialist teacher joining the senior management team, and there are good plans to develop this area and help students prepare further for their own future economic and social well-being. The school day will be extended from September to allow students to take up a variety of extra curriculum enrichment activities that are currently limited by the transport arrangements to and from school.

Care, guidance and support

Grade:

The care, guidance and support given to students are good. The curriculum and everyday work of the school promotes students' understanding of making healthy and safe choices in life, and of becoming responsible citizens. Appropriate procedures are in place to assess risks and safeguard and promote students' safety and well-being. Close links are kept with other professional agencies, and support for students and their parents/carers is an important part of the school's work. The school seeks the involvement of parents/carers and consults them on a variety of matters. They are positive about the school and their attendance at a recent event where new targets were set for their children was exceptionally good.

The school sets a range of targets for students which stem from their statements and any behavioural issues arising in school. Their progress towards these, as well as their attitude in class are graded every lesson and contribute towards the reward/sanction system and records of progress. Students are motivated by this, are keen to earn their points by working to the school's expectations and enjoy their work. The behaviour management system is very well established. Staff deal with incidents immediately and effectively which means that there are few interruptions to the flow of lessons or to learning. Instances of disruptive and aggressive behaviour result in immediate in-school sanctions, and often exclusion. Although the exclusion rate is decreasing, this sanction still occurs too frequently. A good range of strategies for improving attendance has been put into place and is starting to have a good effect.

Leadership and management

Grade:

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Text from letter to pupils explaining the findings of the inspection

Students

You may remember that I visited your school recently to see how well it was working and how well you were doing. I enjoyed talking to you, and wish I could have spent more time in your lessons. I was impressed by your good behaviour, and by the way that you settled down to work and showed how well you are learning. This helped me come to my conclusions about Moatbridge.

My view is that Moatbridge is improving well, and gives you a satisfactory quality of education. I believe that it educates you much better now than it did a year or two ago, and that the staff care very much about what happens to you and give you all the help they can. I am pleased to see that most of you attend more frequently than you have done in the past, although too many of you are still excluded regularly. I have asked the school to reduce the rate of exclusions, but you have a part to play in this too. Your behaviour was mostly great yesterday. Try and keep it up!!

I have asked the staff to do more to the school's curriculum to make sure that all subjects are fully planned and taught. I think this will help you learn even better. I also think it would be helpful if the staff and governors were more systematic about reviewing the school's practice, analysing the information they get, and using it to plan developments to improve the school. I wish you all the very best for your future.

Yours sincerely

Judith Charlesworth

Lead Inspector