



Moving On Pupil Referral Unit

Inspection Report

Unique Reference Number 134048
LEA Croydon LEA
Inspection number 284186
Inspection dates 25 January 2006 to 26 January 2006
Reporting inspector Tina Herring HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Pupil referral unit	School address	2nd Floor
School category	Pupil referral unit		1 Katherine Street
Age range of pupils	15 to 17		Croydon CR0 1NX
Gender of pupils	Mixed	Telephone number	020 8604 1414
Number on roll	48	Fax number	020 8604 1295
Appropriate authority	The governing body	Chair of governors	Chris Denyer
Date of previous inspection	1 November 2004	Headteacher	Mrs Sue Welling

Age group	Inspection dates	Inspection number
15 to 17	25 January 2006 - 26 January 2006	284186

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Introduction

The inspection was carried out by Christine Herring, Her Majesty's Inspector of schools.

Description of the school

Moving On offers a fresh start to Year 11 and 12 students whose previous experiences of education were unsuccessful; often ending in exclusion and/or extended periods of absence from school. The unit has a maximum intake of 60 students. However, numbers change throughout year and there are currently 48 students on roll. The unit is temporarily housed on the upper floors of an office building in the centre of Croydon. Most students are expected to attend for the majority of the week but college courses, work experience placements and off site vocational training occupy differing amounts of students' individualised timetables. A minority of students who are enrolled for the Moving On + programmes receive most of their education away from the unit. The student population presents a range of challenges. Although only one student has a formal statement of special educational need, all have additional learning, behavioural and social needs. A very high proportion is looked after by the local authority and a significant number are involved with a range of agencies including the police, social services and mental health. A high proportion of students is entitled to free school meals. When the unit was inspected in November 2004 it was judged to require special measures.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

In accordance with section 13 (4) of the Education Act 2005, HMCI is of the opinion that the unit no longer requires special measures, as it is providing a satisfactory standard of education with some good features. The unit has made significant improvements since the previous inspection, provides value for money and leadership has proven capacity for further development. Academic standards are lower than expected nationally. This is because students have significant gaps in their prior learning and ongoing difficulties in accessing education. Nevertheless, because the quality of teaching is satisfactory and better, those who attend make satisfactory progress and gain accreditation, but a few of the most able students achieve less than they might because assessment opportunities are not well used. Relationships between staff and students are good and the care, guidance and support given to students and their families are very good. Generally, staff avoid confrontation skilfully and minimise disruption to enable students to learn. Attendance is improving but students' frequent absences and lateness to lessons impede their progress. The curriculum offers good opportunities for work related learning and citizenship. Provision for information and communication technology (ICT) is improving. Leadership and management are satisfactory overall. All staff work hard to manage significant change and there is a growing team spirit. Leadership by the headteacher is good and the appointment of two assistant headteachers has strengthened provision. The unit's view of its overall effectiveness is accurate. Strengths and weaknesses are recognised and a good action plan drives improvement. However, leadership and accountability beyond senior management are underdeveloped because evaluation systems are weak. Good use is made of internal and external resources and day to date management and organisation are effective and efficient. Accommodation has been improved but there are no outdoor facilities and ongoing uncertainty about where the unit is to be based.

Effectiveness and efficiency of the sixth form

Grade: 2

A small number of Year 12 students are registered with the Moving On + programme which is grant funded. All students attend individual and group teaching sessions at the unit for part of the week and the remainder of their curriculum is highly personalised. Students make good progress because there is a genuine focus on meeting individual needs through teaching, coaching, support and challenge

What the school should do to improve further

* Improve all aspects of evaluation, including assessment for learning, so that achievement, teaching, behaviour and leadership become good* Strengthen leadership and management; make all leaders responsible for improvement and hold them to account * Improve attendance* The local authority should secure suitable accommodation to house the unit for the foreseeable future.

Achievement and standards

Grade: 3

Although standards are lower than expected, after spending just one year at the unit many students achieve accreditation in a broad range of appropriate literacy and numeracy examinations and vocational awards. Attainment is wide ranging and equivalent to that expected of pupils between the end of Key Stages 2 to 4. In lessons, most students make satisfactory progress and they are proud of their success. One student accrued eleven external unit awards during the autumn term alone and over sixty awards were achieved in total. Although most of those who attend make acceptable progress and reach standards commensurate with their abilities and experience, a significant proportion of students have great difficulty in accessing the curriculum and as a result they achieve little. Two additional programmes have been developed to meet the needs of these students. Moving On + has a good record of success with Year 11 students and while it is too early to judge the success of a programme designed for a small group of Year 12 students, indicators are positive. The unit rightly aims to help students succeed in all aspects of their development and personal development, self esteem, reductions in offending behaviour, improvements in attendance etc are considered to be important indicators of the unit's success. Individual meetings are sensibly held every half term to review each student's all round progress. However, systematic evaluation and assessment are underdeveloped.

Personal development and well-being

Grade: 3

Outside of the unit many students engage in antisocial and illegal behaviours. In the unit, students frequently use strategies to avoid work and incidents of aggressive and abusive behaviour occur regularly. Nevertheless, the atmosphere is positive and behaviour has improved because staff build good relationships with students and use positive management strategies. The behaviour policy and recent training effectively encourage staff to minimise disruption and confrontation, clarify boundaries and ensure that unacceptable behaviour is met with an appropriate response. The attendance rate is low but improving and careful monitoring and an innovative reward system has had some good impact. Improvement to punctuality at the start of the day and to lessons has proved harder to achieve. Despite this, students and their parents rate the unit highly. Provision for students' social, moral, spiritual and cultural development is good overall. Recorded incidents of racism are low and students experience a range of opportunities to broaden their horizons, contribute as citizens and understand different cultures. The timetable includes, for example, a core course to 'open minds' and optional courses include street dancing and graphic art. Coursework from the latter has provided a display of excellent posters which encourage positive attitudes to learning and advocate making healthy life choices. Several students study for a junior sports coaching award which encourages them to contribute to the community. A new initiative will enable all students to open a bank account and support them to get grants for further education.

Quality of provision

Teaching and learning

Grade: 3

Grade for sixth form: 2

Senior staff and inspectors agree that the quality of teaching is satisfactory overall. More lessons are successful than previously because the unit is more orderly. The development of teaching and pastoral teams has enabled learning to take place with minimum disruption. Attitudes to learning are satisfactory and during the inspection there were several examples of students becoming excited by learning. The best lessons are defined by the ability of teachers and teaching assistants to engage the whole group and support and challenge individual students. On these occasions good progress is made because students recognise the purpose and value of the activities. In one good lesson, for example, structured teaching and the use of a highly supportive visual resource enabled students to take risks. As a result, they used much more adventurous vocabulary and complex sentences than usual and they enjoyed the experience of describing in detail. Planning is adequate. Lessons build on students' prior experiences and the best planning indicates how those with differing abilities will be catered for at each stage in the lesson. However, in most lessons observed, a small minority of students underachieved because of insufficient challenge. This is partly due to a lack of ongoing assessment and evaluation within lessons and it is timely that there are further plans to develop teachers' skills in assessment for learning. Vocational courses and work placements are well attended and students spoke positively about these aspects of provision. However attendance at college courses is noticeably lower and it is unreasonable that students had their chosen courses cancelled, at late notice, by external providers.

Curriculum and other activities

Grade: 3

Grade for sixth form: 2

All students have an entitlement to academic and vocational education and work experience and all are expected to engage in planning for their personal development. Appropriately, the curriculum is individualised for each student. For example, some students spend a great deal of their time in the unit accessing taught courses and options, while others spend the majority of their time in one to one tutor sessions, attending work experience and in meetings with health and police services etc. Students appreciate the unit's approach to meeting their personal needs and interests. The timetable has been significantly improved. The design is simple so that everyone knows where everyone ought to be, attendance is encouraged and equity of access is improved. The introduction of more work related options, including aspects of construction, has proved motivating to students and the support systems are sound. Nevertheless, timetable arrangements mean a minority of students miss some core lessons and there is no overall understanding of the impact of individualized timetables.

Care, guidance and support

Grade: 2

Students receive very good care, guidance and support from the pastoral team and all staff. Students' needs and personalities are well known. There are frequent demonstrations of the unit's student-centred philosophy. These include: the positive way individuals are greeted on arrival; the extensive contact with other agencies on behalf of individuals and their families; the way individual circumstances determine each a course of action taken by staff; the concern shown to individuals when they return after absence and the strategy of speaking quietly to individuals about their misdemeanours. Half-termly reviews are held to consider each student's academic, vocational and pastoral development and to help plan for the next period of time. Students know their targets and when they should be achieved. Moreover, students know that the staff will support them to achieve success and are prepared to listen when individuals experience difficulties. The student council has a significant role and students' views are sought and acted upon. Improvements to the recreation area, the provision of drinking water and a review of lunches are indicative of the concern for their health and welfare. The unit has registered for the healthy schools award but there is currently little obvious encouragement for students to stop smoking. Child protection policies are sound and there is good concern for safety and welfare. Supervision is vigilant and the provision of a security guard at the entrance ensures that there is no unauthorised access to the building.

Leadership and management

Grade: 3

Leadership and management by the headteacher and assistant headteachers are good. They have worked effectively with the staff, local authority and external trainers to lead many worthwhile improvements. All staff have benefited from external training and support because they are open and willing to improve their practice. A detailed action plan has been implemented with little slippage and changes to staffing and the teaching day, alongside improvements in the curriculum, teaching and learning, have increased the rate of students' achievement. The appointment of a coordinator for work related learning has had a significant impact and the students are helped to prepare for employment and their future economic well being. The Moving On + programme is well managed and successful grant applications enable the unit to provide a good safety net for students who are particularly hard to reach. The coordination of other aspects of provision is less well developed and middle managers are not yet held to account for achievement and the quality of provision in their area of responsibility. This is partly because the use of data and assessment for learning are at an early stage of devolvement and partly because senior management have not developed a policy or schedule for self-evaluation. Consequently, comprehensive, systematic and deep analysis is weak. Nevertheless the advisory committee has charged a sub group to monitor the implementation of the action plan and it has begun to properly scrutinise the work of the unit. Resources are satisfactory and ICT is increasingly well used and managed to support teaching and management. Improvements to the internal

accommodation have created a pleasant and suitable environment but there is no outdoor space and the building is leased on an annual basis. The unit has experienced a series of unsettling moves and it is unsatisfactory that once again there is no agreement as to where it will be housed for the next academic year.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	2
How well does the school work in partnership with others to promote learners' well-being?	2	2
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	3	3
The capacity to make any necessary improvements	Yes	Yes
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

Achievement and standards

How well do learners achieve?	3	3
The standards ¹ reached by learners	4	4
How well learners make progress, taking account of any significant variations between groups of learners	3	3
How well learners with learning difficulties and disabilities make progress	3	

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	3
The extent of learners' spiritual, moral, social and cultural development	3	
The behaviour of learners	3	
The attendance of learners	4	
How well learners enjoy their education	3	
The extent to which learners adopt safe practices	3	
The extent to which learners adopt healthy lifestyles	3	
The extent to which learners make a positive contribution to the community	3	
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	2
How well are learners cared for, guided and supported?	2	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	4	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	
How effectively and efficiently resources are deployed to achieve value for money	3	
The extent to which governors and other supervisory boards discharge their responsibilities	3	
The adequacy and suitability of staff to ensure that learners are protected	Yes	Yes

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

Text from letter to pupils explaining the findings of the inspection

I enjoyed meeting you during the inspection and I am delighted that the standard of education has greatly improved since the previous inspection. This is largely because of the hard work of all of the staff and the improvements to teaching and in students' attitudes to learning and behaviour. I was impressed by the care, support and guidance which are given to you and your families and some of you told me how highly you appreciate being treated as an individual.

Lessons at the unit, work experience, college courses and vocational opportunities provide you with a satisfactory education and many of you achieve awards in a broad range of examinations. You are given interesting opportunities to succeed and you are given good help to be fully prepared to leave statutory education and go on to work or college.

I have asked the unit to improve even more. Students' attendance is not good enough and this means that some of you do not benefit as much as you should from your place in the unit. I hope that you will support the staff's efforts to improve attendance. Better evaluation systems are needed and all managers ought to be held to account for their areas of responsibility. I hope that this will mean that some of you are given greater challenges in lessons. The unit's staff and students have had to cope with temporary accommodation arrangements. I hope that in the near future the local authority will ensure that the unit is housed in more permanent and suitable accommodation. Very best wishes for the rest of your time at Moving On and for your future lives.