

# Hobs Moat Centre

## Inspection report

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<b>Unique Reference Number</b>	133531
<b>Local Authority</b>	Solihull
<b>Inspection number</b>	316142
<b>Inspection dates</b>	3–4 July 2007
<b>Reporting inspector</b>	Janet Thompson HMI

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

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<b>Type of school</b>	Pupil referral unit
<b>School category</b>	Pupil referral unit
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	118
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ken Hawkins
<b>Headteacher</b>	Sue Maden
<b>Date of previous school inspection</b>	3 November 2003
<b>School address</b>	Brackleys Way Solihull B92 8QE
<b>Telephone number</b>	0121 7426505
<b>Fax number</b>	0121 7426507

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<b>Age group</b>	11–16
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

## Description of the school

Hobs Moat Centre serves the educational needs of young people who are at risk of being, or who have been, permanently excluded from school. The centre is federated with another pupil referral unit (PRU) in the authority, sharing a headteacher and management committee.

Approximately two thirds of the pupils are from areas of high economic disadvantage. Nearly a quarter of the pupils have a statement of special educational need (SEN). The majority of pupils are in Years 9, 10 and 11 and there are considerably more boys than girls. Pupils in Year 11 access vocational placements but remain registered at the centre. There are currently 44 pupils in vocational placements, mostly from Year 11, but including a small number of pupils with statements of SEN from Year 10.

The number of pupils has more than doubled since the last inspection due to an increase in permanent exclusions from other schools and better identification and subsequent provision for pupils previously missing from the system.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Hobs Moat is offering a satisfactory quality of education within a part-time framework. At the time of the inspection, there was insufficient capacity to offer full-time education for all the pupils on roll. Although the provision that is on offer is of a satisfactory standard, pupils are not able to access their full entitlement. Given this context, pupils make adequate progress in attendance and social skills, and their achievement in terms of academic and vocational skills is satisfactory.

Adequate teaching, within well-structured lessons, and a carefully balanced curriculum make sure that pupils make at least satisfactory progress in their personal development as well as in basic skills, including English and mathematics. Teachers have to work hard to establish what pupils already know when they arrive at the centre and identify any gaps in previous learning, but standards are well below average because of pupils' previously disrupted education. The centre has rightly identified baseline assessment as an area for development and has recently appointed a responsible coordinator.

Staff treat pupils with respect and effective relationships enhance the opportunities for pupils to do well. Many pupils commented that 'teachers really want you to do well'. Improvements in behaviour and attendance, both of which are satisfactory, have made a significant contribution to increasing pupils' academic achievement. The centre's focus on pupils taking responsibility for their own actions is providing a good basis for moral and social development. Pupils make adequate improvements in managing their own behaviour and acting appropriately in a range of different situations. A small proportion of pupils make good or better progress and are successfully supported to reintegrate back into mainstream schools. A good vocational programme ensures that pupils are supported effectively and make satisfactory progress in their basic academic skills as well as gaining work skills. Pupils do not make enough progress in developing their awareness of healthy lifestyles. The personal, social and health education programme is adequate but there is insufficient time for the centre to address physical and emotional well-being in depth using a range of different styles of learning. There are reasonable opportunities for physical development although some pupils think the range of activities is more motivating for boys than for girls.

The local authority (LA) identified significant decline in the outcomes for pupils from the centre since the last inspection. Over the last 18 months, the centre manager and headteacher have identified suitable priorities for development and have successfully improved the outcomes for pupils by raising the quality of teaching and learning and the effectiveness of support and guidance. The LA and leadership of the centre have a satisfactory understanding of the centre's strengths and weaknesses, but until very recently, insufficient detailed information was gathered on pupils' progress. The leadership has successfully developed a positive learning environment where success is celebrated and rewarded, and the centre clearly has the capacity to improve further. However, the LA manages the budget for the centre and for vocational placements, and in its position as supervisory body has not discharged its responsibility adequately as it has not ensured sufficient capacity for the centre to fulfil statutory requirements for full-time education.

### What the school should do to improve further

- Offer full-time provision in line with regulations.

- Establish earlier and more effective baseline assessments for all pupils on entry to the provision.
- Broaden the curriculum creatively to motivate different groups and individuals as well as enhance development in health and emotional well-being.
- Ensure that the system for collating and evaluating monitoring information to inform future actions is more robust.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Pupils start at Hobs Moat with a wide range of abilities and very different, but often sporadic and interrupted, education. Pupils make adequate progress in the time they spend at the centre and when on vocational placements. The majority of pupils, and particularly those attending regularly, are making satisfactory progress in English and mathematics. Progress in food technology is satisfactory overall although there are some notable successes where pupils have excelled, gaining a high number of externally accredited awards. For some pupils who have higher levels of motivation, there is access to provision at the federated centre so that they can take GCSEs. Pupils are starting to take pride in their work and progress in workbooks is satisfactory. Progress in vocational placements is demonstrated by improved social skills and attendance as well as progress in key skills. A very small proportion of pupils of varying abilities and ages do not rise to expectations and their progress is limited. This year, leading on from the effective vocational opportunities in Year 11, placements or employment have been secured for over 80% of the leavers. This is a significant rise from the previous year.

## **Personal development and well-being**

### **Grade: 3**

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are satisfactory. Behaviour is satisfactory. Careful monitoring and management of behaviour is helping to keep pupils safe. Minor behavioural incidents are relatively frequent but cause minimal disruption for others. Some pupils are less motivated than others but careful tracking of motivation and behaviour, coupled with regular feedback to pupils and parents, is helping to increase progress. Pupils are taking on more responsibility for their own behaviour and are usually able to resist becoming distracted if one of their classmates is behaving inappropriately. Attendance improves as pupils become more used to the expectations and as their placement progresses. The part-time curriculum offers adequate physical activity but not all pupils are opting into the regular sessions. The centre has begun to offer walking, which is more popular with girls, but the range of options is underdeveloped. The PSHE programme offers suitable opportunities to educate the pupils about keeping themselves safe and healthy but these are not always taken on board. Vocational work opportunities play a significant part in helping pupils to be prepared for productive future lives. Recent initiatives such as the gardening project help pupils make a contribution to the local community. Pupils are beginning to recognise their responsibility to make suggestions and work with staff to improve the provision.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching and learning are satisfactory. There is variation in the quality of teaching, and the progress pupils make within lessons is clearly linked to this. Recent improvements in structuring lessons to give short bursts of interest, helping to motivate pupils, have been effective in raising the quality of lessons. Some good examples of teaching were observed where good planning ensured pupils were offered short and different activities throughout the lesson. Many teachers effectively search for a 'real-life' situation to demonstrate the usefulness of academic learning. When lessons were interesting, pupils continued to work and achieve at a satisfactory level even when other pupils were trying to be disruptive. Ongoing assessment, checks on what pupils have learnt at the ends of lessons and reviewing targets with pupils are not consistently implemented. Where these features are good, teachers very accurately match the level of work to pupils' ability. Feedback from teachers about progress in lessons and marking in workbooks have helped pupils recognise when they are making progress and are effectively guiding them to improve their work.

### Curriculum and other activities

#### Grade: 3

The curriculum on offer within the previously mentioned time constraints is satisfactory. There is a reasonable balance of subjects and some opportunities for additional activities linked to the reward system. There is suitable emphasis on helping pupils develop key skills that will help them in the future alongside addressing their social and emotional needs. Informal times during the day offer good opportunities for pupils to develop their social skills and, in addition, many boys take the opportunity for further sporting or physical activity. The premises provide adequate spaces for art and physical activity both indoors and outdoors. Some other rooms are shared with another service and because of this, the arrangement of space and resources restricts the opportunity for a more creative approach to the curriculum. The vocational programme for pupils provides a reasonable range of options. The pupils report that if they want to do something different from what is usually on offer, the coordinator works tirelessly to make sure there is a suitable match of provision.

### Care, guidance and support

#### Grade: 3

Care, guidance and support are satisfactory. Pupils are effectively supported to improve their behaviour and attendance. Support for those reintegrating into mainstream school and those on vocational placements is frequent and well placed. Mainstream schools and vocational providers are very complimentary about the support pupils receive. Safeguarding procedures and training meet requirements. Pupils report that they feel able to discuss issues with any member of staff at the centre. Initial meetings following referral involve all those who have a role in supporting the pupil. This enables the centre to work effectively with other professionals particularly to meet the needs of pupils with significant additional needs. Parents welcome the weekly communication about behaviour and attitude and are especially pleased with the recognition of effort and achievement given by the centre. One parent commented that her child, who has a statement of SEN, has 'achieved more in the short time he has been at the PRU than he did in his previous school'. Small class sizes provide an opportunity for all pupils

to receive individual guidance in lessons. Baseline assessment is not sufficiently well developed and the quality of ongoing assessment and guidance, whilst satisfactory, is variable across subjects.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The effectiveness of new systems put in place in the last two years is beginning to be demonstrated by the progress pupils are making. Monitoring of provision and outcomes is regular and is of a satisfactory standard. Evaluation is less well developed because systems are relatively new. Although the centre management have a suitable overall picture of effectiveness, the detail is less easy to access. The improvement plan identifies some priorities accurately and has been a useful tool in developments so far. Actions are set out in a suitable time frame but the success criteria are not always focused on the outcomes for pupils, making ongoing evaluation of improvement difficult.

The management committee has been in place for just under a year and has a good range of expertise. It has adopted and reviewed the necessary policies and provides suitable challenge for the headteacher. Although pupils are making reasonable progress, indicating adequate value for money, the LA has not provided Hobs Moat with the capacity to offer a full timetable for the pupils on roll.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

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

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	3
The attendance of learners	3
How well learners enjoy their education	3
The extent to which learners adopt safe practices	3
The extent to which learners adopt healthy lifestyles	4
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

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

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	3
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, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	4
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

5 July 2007

Dear Students

Inspection of Hobs Moat Centre, Solihull, B92 8QE

I enjoyed my time at Hobs Moat Centre and would like to thank you for letting me look at your work. I would particularly like to thank those of you who took the time to speak to me about your views of the centre. I agree with the headteacher that you are receiving a satisfactory education.

For many of you, experiences in previous schools were not happy and Hobs Moat offers the support you need to start succeeding again. Many of you have improved your attendance and behaviour. As a result of this and sound teaching, you make adequate progress in your learning. Some of you are working especially hard and have been rewarded by achieving numerous certificates. Vocational placements are well planned and help you to build up the skills needed for a productive future life. It was pleasing to see how many of this year's leavers have secured a training placement or a job.

At the centre, you behave reasonably well but some of you still need to learn how to respond more responsibly in different situations. The regular contact with people at home is appreciated and makes sure your successes are recognised and celebrated. Many of you have missed time at school, so finding out what you have learnt is difficult. I agree with the headteacher that someone needs to spend more time with you either before you start or in the first few days at Hobs Moat so they can find out what you know. I have asked the local authority to help make sure Hobs Moat can offer you all a full timetable. I have asked the staff to use the additional time to develop a broader and more interesting curriculum that is relevant to your needs, paying special attention to sessions that would help to improve your health and well-being. I know in our discussions many of you had good ideas so you may want to share these. The centre manager and headteacher are good at checking that things are happening but information is not gathered together effectively to make it easy to check they are helping you to improve. I wish you all the best for the future.

Yours sincerely

Janet Thompson Her Majesty's Inspector