

Moat House

Inspection report

Unique Reference Number	106023
Local Authority	Stockport
Inspection number	336599
Inspection dates	25–26 May 2010
Reporting inspector	Marian Thomas

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

Type of school	Pupil referral unit
School category	Pupil referral unit
Age range of pupils	14–16
Gender of pupils	Girls
Number of pupils on the school roll	17
Appropriate authority	The governing body
Chair	Mr Andy Simpkins
Headteacher	Dr Kathy Burton
Date of previous school inspection	8 March 2007
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Introduction

This inspection was carried out by one additional inspector. The inspector observed seven lessons taught by five different teachers. She held meetings with two parents/carers, members of the management committee, school staff and students. The inspector observed the school's work, and looked at teachers' planning for lessons, school leaders' development plans and samples of students' work. She also took into account the views of five parents and carers who returned questionnaires to the inspection team.

The inspector reviewed many aspects of the school's work. She looked in detail at the following:

- students' work in mathematics, science and English
- students' attendance records
- the ways in which school prepares its students for life in a multi-ethnic society.

Information about the school

Moat House is a pupil referral unit for pregnant schoolgirls and schoolgirl mothers from the Stockport area. While registered at Moat House, most students remain on the roll of the schools that referred them. Girls whose examination schedule is affected by the birth of their baby are offered the option to stay on to repeat Year 11. Currently, there are 17 girls on roll, most of whom are of White British heritage. Moat House provides a nursery which cares for the students' babies during the school day. This was inspected as part of this inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

Moat House provides an outstanding level of education and care for its students. As a result, students make good academic and outstanding social and emotional progress. Parents and carers really appreciate the work of the staff in supporting their daughters. One commented, 'I cannot thank the staff enough for what they have done to support my daughter. They are all just wonderful.'

The headteacher and assistant headteacher understand the needs of the students exceptionally well. They have aspirational expectations of what the students can achieve and ensure the excellent quality of provision necessary for them to do so.

Self-evaluation of the unit's effectiveness is accurate. Findings are acted upon very effectively. A strength of the unit is its ability to recognise and sympathetically support the extra needs of its students. This ensures barriers to learning are minimised. Since the last inspection, the unit has continued to improve many aspects of its performance. These include introducing additional accreditation opportunities for all students and further developing the students' understanding of healthy lifestyles through re-accreditation of its Healthy Schools status. This demonstrates an excellent capacity to improve further.

Students often arrive at the unit with large gaps in their learning and low self-esteem. As they begin to enjoy their education, their confidence as learners is rebuilt, which results in improved attendance and achievement. The students say they really enjoy their time at the unit because they feel exceptionally safe and secure. They develop an excellent understanding of how to stay healthy. Behaviour is excellent both within and outside the classroom. Links with outside agencies support students' learning and well-being exceptionally well. The work of the young parents' project coordinator and Connexions service ensures girls are well prepared for the next stage in their education or training and that quality childcare is organised to facilitate their successful transfer. Students gain an excellent understanding of the local community through visits by the local vicar and make an outstanding contribution by fund-raising activities for local charities. However, links to promote their awareness of life in a multi-ethnic society are more limited.

Teaching is outstanding in many lessons and is never less than good. It is based on an extremely accurate assessment of students' learning needs. So strong is staff's commitment to ensuring the success of the girls that teaching is carried out in a variety of settings. An excellent assessment system is in place. This system ensures that the monitoring and tracking of students' progress towards their targets is highly effective in all subjects. The staff know students and their families exceptionally well. As a result, the staff are very sensitive to the circumstances in the students' lives which mean they

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require additional help.

What does the school need to do to improve further?

- Provide further opportunities for students to increase their knowledge and understanding of life in a multi-ethnic society.

Outcomes for individuals and groups of pupils

1

Students joining the unit settle very quickly and respond positively to their individual learning programmes. These programmes enable students to work independently in lessons and achieve well in all curriculum areas. Students make excellent progress in all subjects. They have an outstanding engagement with learning because the staff are particularly good at building up the students' self-esteem and, as a result, their belief in their own ability to succeed. This, coupled with the wide range of academic and vocational courses offered, ensures that all students leave with an array of qualifications and accreditations, including GCSE. Last year's school leavers passed examinations in art, English, mathematics, science, information and communication technology (ICT), business and communication studies and child development. Attainment is broadly average. While all groups of students, including those who are looked after by the local authority, make at least good progress, students with special educational needs and/or disabilities make outstanding progress. This is because the staff have great expertise in identifying the needs of this group and provide excellent support. These successes ensure that students are well prepared for further study and adult life.

The school's leaders and staff make every effort to ensure students attend the unit by working closely with the education welfare service. As a result, once account has been taken of pregnancy related absences, attendance is currently almost 90%. This is a tremendous achievement.

The students feel exceptionally safe because they know the staff are supportive and help them at all times. The majority of students really enjoy school. The students recognise the importance of eating well and have excellent understanding of what constitutes a healthy diet for themselves and their babies.

The students make an outstanding contribution to the community both inside and outside the unit by listening to and appreciating the needs of others. The school council decides which local and global charities are supported each year, including continuous support for a child in rural India. The students' outstanding spiritual, moral, social and cultural development is seen in their excellent behaviour, regard for each other and the manner in which they take care of the environment. However, they do not yet have a well developed awareness of communities beyond those represented in the immediate locality.

These are the grades for pupils' outcomes

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

ICT is used exceptionally well to promote independent learning. Assessments on entry are rigorous, enabling teachers to use assessment information very effectively to set individual targets for students. The planning of lessons is excellent and thorough attention is given to ensuring that work is modified to meet the different needs of students. Lessons are exceptionally well paced, thus maximising learning time. As a result, many girls complete GCSE exam syllabuses in nine months, rather than two years. The teachers' subject knowledge is excellent and, as a result, the vast majority of students make good and often outstanding progress. Marking is informative and encouraging and enables students to believe they can achieve the challenging targets set for them. Because the staff believe in the ability of all students to achieve to their maximum potential, they never give up and will teach students whenever possible, whatever their circumstances. This has resulted in lessons being delivered in a multitude of locations from the special care baby unit of the local hospital to the local public library.

The curriculum is extremely well organised and is imaginatively enhanced by visits and activities away from the classroom. Visits to a variety of locations help develop students' independence. For example, a recent visit to an outdoor pursuits centre helped the students to develop their physical skills. Ten minute 'Pint sized' parenting classes precede child development lessons. These classes allow students to access essential

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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parenting information in short bursts. This was described by one girl as, 'Making how to look after my baby much easier to understand'. The range of academic accreditation offered to students is excellent, as is the quality of work experience and college placements.

As a result of the excellent levels of care, guidance and support, the students feel there is always someone who will listen and help. An assessment is undertaken when students arrive at the unit, which is then used to target support very effectively. Students requiring additional help are particularly well supported because of outstanding links with many outside agencies. Attendance is excellent and is continuing to rise as a result of links with the education welfare service and a raft of support strategies for both students and their babies. Strong transition arrangements are in place and are supported by partnerships with the Connexions service and the young parents' project.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The visionary and inspirational leadership of the headteacher and assistant headteacher is moving the unit forward and ensuring excellent outcomes for students. This leadership, coupled with exceptionally well developed partnerships forged with outside agencies, is driving improvement. The unit's management committee has implemented robust procedures to ensure the health and well-being of all students. The management committee members offer a good level of support to the unit and challenge to the senior leaders. Policies and procedures ensure all government safeguarding requirements are met and that practice is of an excellent standard. The strength and quality of the procedures mean that any safeguarding issues are dealt with extremely effectively by senior leaders. Leaders and managers have ensured that the unit is a highly inclusive community. Systems to promote equality of opportunity and tackle discrimination within the unit are outstanding. The unit works very successfully to eliminate gaps in the performance of different groups of students. The leaders have built highly successful links with the local community, which benefit the students. The links include students' inclusion in church services at Christmas and Easter. While links with the global community are established through support for a child in India, there are too few other links with different communities to improve and develop students' understanding of life in a multi-ethnic society. The unit engages parents and carers particularly well. The staff ensure parents and carers are kept well informed about their children's successes and

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parents and carers hold the work of the unit in high esteem. The unit ensures excellent outcomes for students, many of whom have significant needs. It provides excellent value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

The nursery staff offer excellent support and guidance to young mothers who return to study after a short period of maternity leave. This excellent provision meets the needs of babies and children in its care exceptionally well. The well resourced and clearly laid out nursery allows students the opportunity to observe staff interact with their babies and helps the students to develop their parenting skills.

Students are responsible for their babies during lunchtime and this allows the staff the opportunity to offer advice and guidance. Staff and students form excellent relationships. As a result, babies are calm and happy to leave their mothers. Nursery staff use the Early Years Foundation Stage framework to evaluate babies' progress and plan activities. The use of the framework ensures babies' development is exceptionally well monitored and the planning links activities effectively to individual welfare and development needs. The Early Years Foundation Stage six areas of learning are securely in place and activities reflect the needs of babies and children. Opportunities for physical development through play for toddlers are in place but, due to current building work, the outdoor provision is now located in the garden.

Since the last inspection the nursery has made changes to its administration of medicines record keeping. All welfare regulations, policies and procedures are securely

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in place. All requirements for registration are met. Excellent hygiene standards are adhered to, including, for example, the use of antibacterial sprays on surfaces. Babies are very well cared for and protected from the spread of infection. Record-keeping procedures are well established and used to inform parents and carers daily.

The nursery's manager has responsibility for its day-to-day running. The staff are exceptionally good at recognising strengths and weaknesses in the provision. This ensures that the babies receive an excellent standard of care and that staff are well qualified.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

The inspector received eight completed questionnaires from the parents and carers of the 17 students attending the unit. The views were wholly positive and the inspector agreed with the findings.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Moat House to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 5 completed questionnaires by the end of the on-site inspection. In total, there are 17 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	3	60	2	40	0	0	0	0
The school keeps my child safe	4	80	1	20	0	0	0	0
The school informs me about my child's progress	4	80	1	20	0	0	0	0
My child is making enough progress at this school	4	80	1	20	0	0	0	0
The teaching is good at this school	5	100	0	0	0	0	0	0
The school helps me to support my child's learning	5	100	0	0	0	0	0	0
The school helps my child to have a healthy lifestyle	5	100	0	0	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	5	100	0	0	0	0	0	0
The school meets my child's particular needs	5	100	0	0	0	0	0	0
The school deals effectively with unacceptable behaviour	4	80	1	20	0	0	0	0
The school takes account of my suggestions and concerns	4	80	1	20	0	0	0	0
The school is led and managed effectively	5	100	0	0	0	0	0	0
Overall, I am happy with my child's experience at this school	4	80	0	0	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



27 May 2010

Dear Students

Inspection of Moat House, Stockport, SK4 1SZ

Thank you very much for making me so welcome when I visited Moat House. It was lovely to meet you all and to hear how much you enjoy coming to Moat House and how much it has helped you. I send a special 'thank you' to the three of you who gave up your time to talk to me so openly and honestly.

Moat House, as you said, is excellent and has done a lot to help you and your babies.

These are the things I liked the most:

- the friendly welcome you all give to visitors
- the way in which staff care for you and nursery staff help you to care for your babies
- the way in which you all work hard and achieve an excellent range of qualifications
- the ways in which you help each other and make healthy lifestyle choices.

As Moat House is an outstanding pupil referral unit, I have asked your teachers to do only one thing, that is, to give you more opportunities to experience other cultures and help you to get a better understanding of how other people live their lives.

Thank you once again for making me smile so much, particularly in your aerobics lesson. I send my best wishes to you and all your babies for the future.

Yours sincerely

Mrs Marian Thomas

Lead inspector

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