

Alexandra House  
33 Kingsway  
London  
WC2B 6SE

T 08456 404045  
F 020 7421 6644  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)



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Ms S Maden  
Head of Service  
Triple Crown Centre  
Lode Lane  
SOLIHULL  
West Midlands  
B91 2HW

Dear Ms Maden

Ofsted survey inspection programme – Pupil Referral Units (PRUs)

Thank you for your hospitality and co-operation, and that of your staff, during our visit on 11 and 12 October 2006 to look at aspects of the Triple Crown's work. Please thank the centre manager in particular for her contribution to our visit.

As outlined in my initial letter, the visit had a focus on the Every Child Matters outcomes (ECM) and in particular on how well the students achieve.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions, but individual institutions will not be identified in the main text. All feedback letters will be published on the Ofsted website at the end of each half-term.

The evidence used to inform the judgements made included: interviews with staff and students, scrutiny of relevant documentation, analysis of students' work and observation of three part lessons.

On the basis of what we observed during this inspection the effectiveness of the centre's overall contribution to the five ECM outcomes was judged to be good.

#### Achievement and standards

- The majority of students achieve well in relation to their starting points because they attend the centre. However, their starting points need to be identified more precisely and progress needs to be measured more rigorously.
- In 2006, students did well to reach broadly average standards at the end of Key Stage 4.

## Personal development and well-being

- Students report they feel safe. The centre manages behaviour well and as a result most students enjoy coming to the PRU. However, despite the hard work of the staff to encourage regular attendance, there are a small number of persistent non-attenders.
- The enriched curriculum, with planned weekly visits to a variety of sporting events, increases students' confidence and physical competence. In addition such opportunities increase their ability to face new and unfamiliar situations.
- Community links in collaboration with a local charity help to develop students' life skills and prepare them well for the future.
- Lunchtimes are calm, social events and provide good opportunities for all the adults and students to mix informally.

## Quality of provision (teaching and learning, curriculum and care, guidance and support)

- Most students demonstrate good attitudes to their work and settle well to tasks either independently or in small groups.
- Teachers' planning is too variable. Where it is good, it is tailored to students' individual learning needs and challenges them appropriately without undermining their confidence.
- The majority of students are well engaged and show good attitudes to learning. However, they are not always made sufficiently aware of how to improve their work.
- The centre works well with other agencies to ensure learners make the most of the opportunities provided for them.
- Arrangements for the safeguarding of students are in place. These are reviewed regularly and appropriate information shared with the local authority (LA).
- Students receive good quality care in a safe and supportive environment. They are well informed about their future options.

## Leadership and management

- The Head of Service is committed to providing the best quality experience for all students.
- The well-established, experienced staff team are united in their desire to support and develop the vulnerable students in their care.
- All staff are actively involved in school self-evaluation but this needs to be more evaluative and focused on the impact of actions taken.
- A newly re-constituted management committee does not yet monitor and evaluate the effectiveness of the centre rigorously enough.
- The LA does not have a good enough understanding of the work of the centre.

## Inclusion

- The quality of relationships and a secure, caring learning environment supports every student to grow in confidence.
- The inclusion of students is central to Triple Crown's vision. Staff work together with them to effectively break down any barriers to their engagement in learning, successfully helping them to reach their potential.
- A genuinely committed staff team know and value all students. They make a positive difference to the quality of their lives.

Areas for improvement, which we discussed, included the following points.

- Improving the tracking of progress made by students from their starting points in order to measure the value added by the work of the centre.
- Developing thorough and accurate on-going assessments to inform students how to improve their work
- Making sure all activities are well planned and appropriately matched to the individual needs of each student.
- Ensuring the newly re-constituted management committee monitors and evaluates the impact of the centre's work more rigorously.

We hope these observations are useful to you and your centre manager as you develop your new roles.

As I explained in my previous letter, a copy of this letter will be sent to your local authority and will be published on Ofsted's website. It will also be available to the team for your next institutional inspection.

Thank you once again for your help and support.

Yours sincerely

Paul Weston  
Her Majesty's Inspector

Linda Rockey  
Her Majesty's Inspector