

Inspection of a school judged good for overall effectiveness before September 2024: Triple Crown Centre

Lode Lane, Solihull, West Midlands B91 2HW

Inspection dates:

29 and 30 April 2025

Outcome

Triple Crown Centre has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Pupils enjoy attending the Triple Crown Centre because they feel safe and cared for. Many come to this school because of their medical conditions or anxiety. All have struggled to attend mainstream education. At the centre, pupils learn to re-engage with their studies while also learning to cope with the challenges they face. Parents and carers are grateful for the care their children get. Some parents describe the support they receive as 'life changing'.

Pupils behave maturely. They are perceptive and support each other when they need help. Classrooms are calm and respectful places to learn. Pupils listen attentively to staff, who, in turn, support them in their studies.

The school is ambitious for all pupils to do well. Many pupils achieve well in both their learning and social development. Some go on to achieve high grades in national examinations when they leave Year 11. Many develop the confidence to speak in front of others.

The school prioritises the wider personal development of pupils. Pupils learn how to manage money and how to travel independently on public transport. Pupils enjoy it most when visitors come to school to talk about their jobs or areas of interest. This helps them to develop their own aspirations.

What does the school do well and what does it need to do better?

There have been some significant changes at the school in recent years. Pupil placements at the centre are now short term. Leaders, including those responsible for governance, ensure that the decisions they make to adapt provision are in the best interests of pupils.

They have clear improvement plans and are determined to support staff to deliver necessary changes.

The school's curriculum is in the process of being revised. However, work to adapt and develop it to provide more opportunities for pupils to access therapeutic and emotional support is at an early stage. Staff are supportive of the changes taking place. They understand the importance of adapting the curriculum to meet the needs of all pupils. However, some staff do not consistently check pupils' understanding of their learning or adapt their teaching as required to match the needs of pupils' learning.

All pupils have special educational needs and/or disabilities (SEND). Some experience communication and language difficulties, while others face anxieties managing social situations. The school ensures that pupils feel settled when they arrive at the centre. All pupils have individual learning plans. More recently these plans have been developed to include the strategies suggested by external services. This is helping staff to better understand pupils' barriers to learning. These plans are developed collaboratively with parents.

Most pupils who attend this school can read fluently. Those still at the early stages of learning to read are well supported. This is supporting pupils to quickly gain the knowledge and skills they need to become confident, fluent readers. Pupils write well. They write frequently in their well-being journals. These are used well to record feelings and anxieties or when they become overwhelmed. Staff care deeply about the pupils they support. They find time to speak with pupils when they find life hard. Pupils appreciate the time and support they receive. They, in turn, try harder in their learning to be successful at school.

Pupils welcome visitors, willing to share their experiences of school. They are tolerant and respectful of differences and understand the importance of making everyone feel part of the centre. While many pupils did not attend school at all when in mainstream education, more now come to school regularly. The school has robust systems in place to track and improve attendance. They share the importance of pupils being in school every day with pupils and parents.

The school successfully develop pupils' confidence, independence and resilience. They provide many opportunities for pupils to develop these character traits. This prepares pupils well for life beyond the centre. Pupils have ambitions to enter professions to care for other people or animals. They are provided with many meaningful encounters with the workplace. Some reflect on the careers advice they receive as motivating them to want to do well. A highlight for many pupils is when they get to go on trips linked to learning. A visit to a theatre in London associated with the playwright Shakespeare is among their most memorable.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Not enough time is provided in the curriculum to support pupils to understand their emotions and conditions. This means that while pupils experience extended periods of English and Mathematics, less time than pupils would like, is dedicated to supporting them to understand their emotions and develop new interests. The school should continue to implement plans to adapt the curriculum to ensure it meet the needs of all pupils who attend.
- Some staff do not consistently check pupils' understanding of their learning or adapt their teaching as required to match the needs of pupils' learning. This means that, on occasion, work provided can be too easy for pupils or indeed too challenging. The school should ensure that all staff consistently check what pupils know and can do and adapt their teaching accordingly.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in December 2019.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked-after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	104038
Local authority	Solihull
Inspection number	10378210
Type of school	Pupil referral unit
School category	Pupil referral unit
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	1
Appropriate authority	The governing body
Chair of governing body	Anthony Simms
Headteacher	Rekha Shell-Macleod
Website	www.triple-crown.solihull.sch.uk
Dates of previous inspection	12 and 13 December 2019, under section 5 of the Education Act 2005

Information about this school

- The Triple Crown Centre is a pupils referral unit for pupils with medical conditions.
- There are currently 27 pupils in attendance on temporary placement, with one pupil on the school roll.
- No pupils attend alternative provision.
- A new leadership team has been put in place since the last inspection.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in this evaluation of the school.
- The inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspectors met with a range of leaders, including those responsible for the curriculum, teaching and learning, attendance, personal development and safeguarding.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The lead inspector spoke with the chair and vice-chair of the management board.
- The lead inspector met with the senior adviser for school improvement at the local authority.
- The inspectors considered the survey responses to Ofsted Parent View and the free-text comments from parents.
- The inspectors also evaluated the responses to the online staff and pupil surveys.

Inspection team

Tony Bradshaw, lead inspector

His Majesty's Inspector

Andrew Orgill

Ofsted Inspector

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