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12 June 2018

Ms Louise Cook  
Headteacher  
The Connected Hub  
Tilbury House  
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East Sussex  
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Dear Ms Cook

### **Short inspection of The Connected Hub**

Following my visit to the school on 17 May 2018 with Barnaby Geen, Ofsted Inspector, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in January 2015.

#### **This school continues to be good.**

The leadership team has maintained the good quality of education in the school since the last inspection. You and other leaders continue to foster a calm, safe and secure environment and hold high expectations of all pupils. Pupils are well behaved, polite and very positive about their school. They believe that the school allows them to be themselves. In the words of one of your pupils, 'Here, you can be as creative as you want.' The mutual respect between pupils and staff can clearly be seen and the school generates a good atmosphere for learning. Pupils are engaged in lessons, are proud of their achievements and speak highly of the opportunities you offer them. They are motivated to make a success of their year at the school and strive to manage their own behaviour effectively.

You and other leaders are extremely proud of your staff and pupils. The 'unconditional positive regard' that you explain your staff have for each pupil can clearly be seen. You are passionate about striving to improve the standards and outcomes for all pupils. You have an accurate view of the effectiveness of the school and, along with leaders, have successfully ensured that all pupils continue to make good progress. You recognise that the assessment systems could be even better at showing pupils the progress that they are making.

Your staff have very strong understanding of the individual, holistic needs of pupils and demonstrate a high level of commitment and care. The effective work of the learning mentor has a positive impact on pupils' social, emotional and behavioural development. The strong provision for emotional well-being is evident throughout

the school.

The school's management committee are well informed. They visit regularly and know the school and pupils very well. They, too, share your commitment to achieve the best possible outcomes for all pupils. Members of the committee confidently use their skills and expertise to both challenge and provide support to you and other leaders. Parents and carers are very positive about the school and the help and guidance offered by you and your staff, with one parent stating that 'support is fantastic'.

### **Safeguarding is effective.**

Leaders have ensured that all safeguarding arrangements in the school are fit for purpose. Records are detailed and thorough. You and your team all have an in-depth knowledge of individual pupils' circumstances and a very good awareness of the potential risks they may encounter.

You have effective communication systems within school, and between your school and the colleges that pupils attend, with work-experience placements and all outside agencies. These systems help to make sure that all concerns are identified and acted upon quickly so that pupils remain safe.

This is a caring school in which pupils feel safe and secure and have a very good level of awareness of how to keep themselves safe, including when online.

### **Inspection findings**

- Pupils make good progress during their year at the school. You make sure that lessons are motivating and are tailored to meet the individual needs of pupils. As a result, pupils understand the work, enjoy their learning and find the curriculum interesting and engaging. Pupils are encouraged to become independent learners. They work hard to improve their GCSE grades and almost all pupils leave with a range of qualifications.
- Leaders and staff have a clear and accurate understanding of the teaching strategies that result in pupils' good progress. You work as a team to make sure that all staff are fully aware of what pupils need to do next to achieve their potential. The friendly and encouraging approach of staff successfully supports pupils to strive to do their best. You recognise that if your assessment systems were refined, pupils would be able to see each small step of progress made more clearly.
- Pupils make excellent progress in their social and emotional development. They talk articulately about how the school has helped to improve their confidence and self-esteem. They believe their future life chances are better as a result of their year at the school.
- The management committee is very knowledgeable about the progress being made by pupils. It works closely with you and other leaders and has gained a very good understanding of the different strategies employed to ensure that all

pupils are encouraged and supported to reach their potential.

- The behaviour of pupils is excellent. Staff are highly skilled at dealing effectively with any challenging behaviour and, as a result, incidents are rare. Pupils appreciate the calm approach of staff and the trusting relationships staff strive to build. The school places great importance on working with pupils to enable them to manage their own behaviour effectively, and the outcome is very positive.

### **Next steps for the school**

Leaders and those responsible for governance should ensure that:

- assessment systems are refined to allow small increments of progress to be tracked and shared with pupils.

I am copying this letter to the chair of the management committee, the regional schools commissioner and the director of children's services for Brighton and Hove. This letter will be published on the Ofsted website.

Yours sincerely

Maxine McDonald-Taylor  
**Ofsted Inspector**

### **Information about the inspection**

Inspectors met with you and other leaders. We visited lessons in a range of subjects with you and the deputy headteacher, including lessons being taught offsite in libraries. We spoke to some pupils in class and looked through their work. We held meetings with key staff about: behaviour systems; the monitoring of pupils' progress; work-related learning; and safeguarding. We also met with pupils to hear their views about the school. I met with members of the school's management committee and spoke with a representative from the local authority. Inspectors considered responses to Ofsted's staff and pupil surveys and responses to the school's own pupil, staff and parent questionnaires, and telephoned a number of parents to hear their views. Inspectors scrutinised a wide range of the school's documentation and a selection of pupils' work.