

# Corley Centre

## Inspection report

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<b>Unique Reference Number</b>	134533
<b>Local Authority</b>	Coventry
<b>Inspection number</b>	360623
<b>Inspection dates</b>	9–10 February 2011
<b>Reporting inspector</b>	Sue Morris-King HMI

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

The inspection of social care was carried out under the Care Standards Act 2000.

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<b>Type of school</b>	Special
<b>School category</b>	Community
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	92
Of which, number on roll in the sixth form	12
<b>Appropriate authority</b>	The local authority
<b>Headteacher</b>	Helen Bishton (Director)
<b>Date of previous school inspection</b>	16 January 2008
<b>School address</b>	Church Lane Corley, Coventry CV7 8AZ
<b>Telephone number</b>	01676 540218
<b>Fax number</b>	01676 542577
<b>Email address</b>	Clerical@corleycoventry.coventry.sch.uk

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<b>Age group</b>	11–18
<b>Inspection dates</b>	9–10 February 2011
<b>Inspection number</b>	360623

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<b>Boarding provision</b>	Corley Centre
<b>Social care Unique Reference Number</b>	SC038604
<b>Social care inspector</b>	Martha Nethaway

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## Introduction

This inspection was carried by one of Her Majesty's Inspectors, one additional inspector and a social care inspector. Another additional inspector was present throughout the inspection and carried out some inspection activities. Inspectors observed 14 lessons taught by 12 teachers and parts of 10 other lessons. Inspectors held meetings with the director, head of care and other senior staff, two groups of students and the chair and vice-chair of governing body. They observed the school's work, and looked at students' work, the school's data about students' attainment and progress, information about behaviour and attendance and the school's monitoring and evaluation records. Inspectors also looked at 21 questionnaires from parents and carers together with questionnaires from students throughout the school.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The basis on which the school sets academic and personal and social targets for the students; whether these are suitably challenging and how well they are tracked.
- The extent to which the school's behaviour management systems result in significant improvement in students' behaviour and independence and the impact this has on their overall outcomes.
- Whether the residential and extended day provision continues to make a strong contribution to students' personal development, care and guidance, and their overall school experience.
- The way in which the curriculum builds in progression from one key stage to the next.

## Information about the school

Corley Centre is a school for students with complex social and communication difficulties. All students have a statement of special educational needs. In the past, the school catered for students with moderate learning difficulties and the remaining students with these learning needs are now in Years 11 to 13. All students in Key Stage 3 and many in Key Stage 4 have an autistic spectrum disorder. The school's catchment area covers the whole of the City of Coventry and a few students come from Solihull and Warwickshire. Around 40% of students are known to be eligible for free school meals. Just under 10% of students come from minority ethnic groups. Girls make up only around 20% of the school population. Corley Centre also includes a small residential unit and an outreach service which works with children with an autistic spectrum disorder in Coventry.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Corley is a good school that cares for students well and provides them with a wide range of positive experiences and opportunities. The extended day and residential provision make a good contribution to the provision for those students who choose to take part. Parents and carers welcome the way in which the school enables their children to settle, feel safe and succeed. Students are enthusiastic about their education. The school is well led and has a good capacity to improve further. Since the last inspection the director and deputy directors, well supported by other key staff, have adapted the school's practice to its changing population. This has had a clear and successful impact on a number of aspects of the school's work. For example, the curriculum for many students now contains an appropriate focus on academic subjects up to GCSE level. Monitoring and evaluation are sound and leaders know the school's main strengths and weaknesses. The changes they have taken as a result of this monitoring include developing a greater emphasis on assessment for learning, to good effect. Members of the governing body are dedicated to the school and are well informed.

A significant proportion of students join Corley, either at secondary transition or at other times, having previously had negative experiences of school. Many students have behavioural difficulties and a large number have been poor attenders at their previous schools. The school plans transition carefully and communicates well with parents and carers from the outset. A careful blend of support and challenge enables them to settle quickly into their new environment and to begin to succeed.

Staff are well trained to work with students with autism and those with moderate learning difficulties. Lessons successfully blend the teaching of subjects and academic skills with the careful teaching of social interaction and other key social skills. The best lessons have a suitably challenging pace and students are helped to extend their learning and thinking skills alongside their subject knowledge and understanding.

The combination of these factors enables students to make progress during their time at the school and students' overall achievement is good. The progress students make with their behaviour is particularly strong. The majority of students develop mature attitudes and the ability to regulate and manage their own behaviour, often from a low baseline. Those with previously poor attendance usually also make significant improvements with this aspect, which has a positive impact on their learning. Academic progress is good overall and in a few instances it is outstanding. Occasionally, students do not make enough progress over a period of time or during their time at the school. At Key Stage 4, the school has a rigorous tracking system which allows any underachievement to be noticed quickly and acted upon. Senior leaders have rightly identified that an equivalent system would benefit Key Stage 3.

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At Key Stages 3 and 4 the curriculum is a growing strength. Leaders have carefully built on previous aspects of good practice. At Key Stage 4 they have extended the range of accredited courses on offer and this range is changing each year to meet the needs of different groups. Students have a wide range of choices of enrichment courses each Wednesday afternoon, which they clearly enjoy. This is also a good opportunity for them to develop friendships and social skills alongside students in other year groups. The extended day and residential provision gives further valuable opportunities to those who want it. Physical education plays an important part in the curriculum, as do the 'my world' cross curricular sessions and the theme days.

Care, guidance and support are good. Staff have very good relationships with the students and this helps them to feel safe and to be able to seek support when they need it. The school works with a range of agencies to support students' personal and social needs.

The overall effectiveness of the sixth form is satisfactory. Students are well settled and generally feel positive about their sixth form experience. The off-site courses give them a valuable experience of work and an adult environment; however, the two days which the students spend in school each week do not maximise their progress. The curriculum appropriately includes some work on literacy, numeracy and information and communication technology and on social skills. However, the content does not always extend the students sufficiently, particularly in terms of social skills and independence. Some unstructured time does not contain suitable activities to assist students in extending their social skills. Students make some valuable contributions to the life of the school.

The boarding provision is good and all the national minimum standards are met.

**What does the school need to do to improve further?**

- Extend the good tracking of students' progress at Key Stage 4 into Key Stage 3.
  - Disseminate the good practice in teaching across the school so that all teaching is consistently good.
  - Revise the curriculum in the sixth form by:
    - ensuring that it builds carefully on the skills and qualifications that students have gained previously
    - maximising the use of both social and teaching time in school
    - focusing more closely on the development of students' independence.

**Outcomes for individuals and groups of pupils****2**

Students' achievement is good. In lessons, students applied themselves well to their learning and often responded with enthusiasm. Where tasks were suitably challenging, they made particularly good progress and some clearly thoroughly enjoyed extending their thinking. In lessons where the tasks were not as demanding, progress was satisfactory. Students made good progress with their personal learning and thinking skills in many lessons.

The very large majority of students also make good progress during their time at the school. More academically able students gain a range of qualifications, including GCSEs at an appropriate level. Students who attend extended work placements sometimes achieve

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outstanding results in relation to their starting points. Less academically able students do not always gain a range of qualifications but their work shows good progress in a range of areas. Occasionally, students experience personal or mental health difficulties which have a negative impact on their progress over time. There are no significant differences between learners of different ethnicities or between boys and girls.

Students' behaviour is good and they make good and sometimes outstanding progress with their behaviour over time. Students feel safe and well supported in school and for many this has a positive impact on their attendance, which is often significantly higher than when they were at previous schools. A very small number have poor attendance records. Students take their contribution to the school community seriously, for example by taking roles on the school council, as prefects or peer supporters. Bullying is minimal and students feel confident that staff will respond quickly and effectively to any concerns. Students have a good understanding of how to stay safe and healthy; for example they understand e-safety and take a full part in physical education and physical activities in the extended day provision.

*These are the grades for pupils' outcomes*

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

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teaching is well planned. Staff focus carefully both on personal and social development and academic progress in each lesson. In the most successful lessons the pace is challenging and the students respond with enthusiasm. Students' individual learning styles

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are accommodated well: teachers coax quieter students to answer questions and focus those who are easily distracted. Independence and self management are continually encouraged. In these lessons, teaching assistants' roles are clear and they provide skilled support. In some lessons, the tasks are not as well selected and the students are not enabled to play as active a part in their learning.

As the school's population has changed it has adapted the curriculum accordingly. The new Key Stage 4 curriculum has an appropriately increased focus on academic qualifications and students are responding well to this. New courses, such as photography, are proving to be motivating and alongside the more traditional subjects provide a stimulating curriculum. A suitable focus on life skills remains for those who need it. Enrichment is a strength. Students can currently choose from 11 options, including Bhangra dancing, sculpture, basketball and a course for sports leaders.

The school's care of students makes a good contribution to their good personal development and wellbeing. Staff know the students well and the school works with a range of partner agencies to meet their wider needs. The support that staff give students to improve their behaviour and confidence is a strength. For example, a recent reworking of the merit system explored with students what would motivate them and involved a group in piloting and evaluating some ideas. Transition arrangements for Year 7 and for students arriving at other times are good. The tutorial sessions give students a range of important guidance.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The director and deputy directors have established a clear vision for the school, the boarding provision and the related support service. Leaders and staff are committed to providing a good quality education for students which will prepare them for the next steps. Leaders at all levels have adapted the provision well to the school's changing population and staff have taken on new training and responsibilities with enthusiasm. The school's analysis of students' outcomes has improved since the last inspection and this gives them some good quality information to be able to promote equality of opportunity. The tracking and mentoring system at Key Stage 4 is a particular strength. Safeguarding procedures meet current government requirements with some areas of notable strength, such as the steps taken to prevent bullying. The school is aware of the open nature of the school grounds and largely take suitable steps to supervise students well but there is not always sufficient vigilance at the front of the school where cars come in and out, including at the start of the day.



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The school is a cohesive community in which students understand and respect each others' differences. Older students' understanding of the local community is usefully expanded through work related learning. All students take part in visits and projects which involve them learning about aspects of the local community and sometimes wider national and international issues.

The governing body has a good understanding of the school's strengths and weaknesses, and the impact of the improvements that the director and the leadership team have made over time. The chair is dedicated and well informed. He frequently visits the school and listens to students' views. The governing body also monitors effectively the welfare of the students who attend the boarding provision.

*These are the grades for leadership and management*

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

## Sixth form

The sixth form aims to extend students' personal and social and their literacy and numeracy skills in preparation for life after school. The school works closely with parents and carers when students are in Year 11 to decide if the sixth form is a suitable post-16 destination. Students spend two days a week off-site studying a land-based course and a day a week on a work-related placement. They enjoy their studies and value the new skills they are learning. They are particularly enthusiastic about learning to use the bus independently. Time in school gives them the security and support they need to be off-site for the rest of the week and students are appreciative of the amount of personal adult support they receive. However, the curriculum does not always build sufficiently on their prior learning or their personal skills. Staff work closely with students and their families to plan their destinations post-school.

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*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>3</b>
Taking into account:	
Outcomes for students in the sixth form	3
The quality of provision in the sixth form	3
Leadership and management of the sixth form	3

## Boarding provision

The quality of boarding is good and meets all key national minimum standards. The recommendations from the last inspection have all been addressed. The promotion of equality and diversity is good. Policy, procedure and good practice help students to know that their individual and diverse needs will be met. The provision for being healthy is good. Students enjoy good physical, emotional and mental health. They lead healthy lifestyles and are encouraged to make healthy choices. All students have a simple and straightforward health plan that provides clear information about how their health needs are assessed and met by staff. There are good safe procedures for storage and administration of medication. Students enjoy healthy, nutritious meals that take account of their health and dietary requirements.

The provision for staying safe is also good. Security in the boarding provision is good and the atmosphere is calm and safe. Students' safety and well-being are monitored and promoted and staff provide good supervision both on and off the premises. This is additionally bolstered by good individualised risk assessments which are reviewed as circumstances change. Students' behaviour is good. Staff set safe, consistent and understandable boundaries which students understand. Communication between adults and students is good.

Helping students to enjoy their boarding experience and achieve their potential is outstanding. Students benefit from attending residential or extended days because they follow individual programmes leading to an appropriate level of independence. These programmes cover self-care and include personal hygiene, laundry and cooking skills, budgeting of pocket money and saving. Training on how to travel safely is also included especially for older students. Part of the overall programme is to promote students' social interaction on and off the school site, with age-appropriate activities. One of the key strengths is the wide range of evening activities including swimming, bowling, cycling and football. One student commented, 'I like doing all sorts of things and meeting different people and having a good time.' Staff capitalise effectively on this level of enthusiasm from students.

The provision for helping students to make a positive contribution to their life in school is good. Students have their needs assessed and written plans outline how these needs will be met while at school. The 24-hour curriculum concentrates on teaching self-help skills, leisure activities in both the residential and the wider community, and promoting independence. This helps students to make good progress in school. Parents and carers are well informed about their child's progress and experiences during their time in residential boarding. Students have unrestricted access to telephone contact with their

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parents and carers. Lengths of stays are short to ensure that students do not spend long periods of time away from home.

The provision for economic well-being is good. Students enjoy a good standard of residential provision. Students have a choice of single bedrooms or shared rooms with partitions so that their space can be private. Students can personalise their rooms and this is actively encouraged. Students can bathe and take care of their personal needs with privacy and dignity. They have access to a good range of recreational resources such as console games and board games.

The provision for organisation is good. Parents, carers, significant stakeholders and students are given a good level of information about the boarding provision and the school. Students benefit from good communication between boarding staff and educational staff and this means that staff are well informed about daily events and students' progress. Students are looked after by staff that understand their needs and are able to meet them consistently. Staff are qualified, they attend regular professional training, receive supervision and an annual appraisal. This is underpinned by the care manager who provides excellent day-to-day managerial oversight. Students and staff enjoy the stability of an efficiently run school.

**National Minimum Standards (NMS) to be met to improve social care**

- All national minimum standards are met.

*These are the grades for the boarding provision*

<b>The effectiveness of the boarding provision</b>	<b>2</b>
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**Views of parents and carers**

Twenty-one parents and carers responded to the questionnaire. Almost all responses were positive. Where parents and carers wrote comments these tended to be very positive. For example one wrote: 'My child hated school. It was a battle to get him there every day. Then he started at Corley. Now he loves school.' Another wrote, 'I can not praise the school enough.' Other parents and carers also commented that their children were happier having started at Corley, sometimes after unhappy experiences elsewhere. This positive view was also reflected in the school's own information about parents and carers' views.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of students registered at Corley Centre 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 inspection team received 21 completed questionnaires by the end of the on-site inspection. In total, there are 92 students registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	11	52	9	43	0	0	0	0
The school keeps my child safe	12	57	9	43	0	0	0	0
My school informs me about my child's progress	12	57	9	43	0	0	0	0
My child is making enough progress at this school	13	62	8	38	0	0	0	0
The teaching is good at this school	16	76	5	24	0	0	0	0
The school helps me to support my child's learning	9	43	11	52	0	0	0	0
The school helps my child to have a healthy lifestyle	13	62	7	33	1	5	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)	10	48	8	38	0	0	0	0
The school meets my child's particular needs	13	62	7	33	0	0	0	0
The school deals effectively with unacceptable behaviour	13	62	8	38	0	0	0	0
The school takes account of my suggestions and concerns	10	48	8	38	0	0	0	0
The school is led and managed effectively	11	52	7	33	0	0	0	0
Overall, I am happy with my child's experience at this school	16	76	4	19	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 all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



11 February 2011

Dear Students

**Inspection of Corley Centre, Coventry, CV7 8AZ**

Thank you for welcoming me and my colleagues to your school and your boarding houses when we inspected them recently. We enjoyed talking to you and hearing your views. Corley is a good school and the boarding provision is also good. Staff care for you well and you make good progress with your learning and your behaviour. We watched some good lessons in which you were working very hard. You have good attitudes towards your work and towards each other. It was good to learn how much some of you enjoy the extended day activities. These are really good for supporting you with your confidence and social skills, as well as being fun. In the sixth form you are learning from your land-based studies and increasing your independence and confidence.

We have asked the school to do these three things to improve it even more.

Make all lessons as good as the best ones so that you can make even better progress in all subjects.

Make the way that teachers look at your progress as good in Key Stage 3 as it is in Key Stage 4.

For the sixth form, make sure that the work you do in school builds on what you have learnt in Year 11, and help you to make the most of your social time in school.

You can help the school to meet these goals by continuing to work hard and maintaining your positive attitudes to learning in all your lessons. We wish you well in the future.

Yours sincerely

Mrs King

Her Majesty's Inspector

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