

# Hunters Hill Technology College

## Inspection report

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|--------------------------------|------------------|
| <b>Unique Reference Number</b> | 103609           |
| <b>Local Authority</b>         | Birmingham       |
| <b>Inspection number</b>       | 336113           |
| <b>Inspection dates</b>        | 23–24 March 2010 |
| <b>Reporting inspector</b>     | Jeffery Plumb    |

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>                 | 11–16                                      |
| <b>Gender of pupils</b>                    | Mixed                                      |
| <b>Number of pupils on the school roll</b> | 104  |
| <b>Appropriate authority</b>               | The governing body                         |
| <b>Chair</b>                               | Peter Field                                |
| <b>Headteacher</b>                         | Ken Lewis                                  |
| <b>Date of previous school inspection</b>  | 11 January 2007                            |
| <b>School address</b>                      | Spirehouse Lane<br>Blackwell<br>Bromsgrove |
| <b>Telephone number</b>                    | 0121 445 1320                              |
| <b>Fax number</b>                          | 0121 445 2496                              |
| <b>Email address</b>                       | enquiry@hunthill.bham.sch.uk               |

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|--------------------------|------------------|
| <b>Age group</b>         | 11–16            |
| <b>Inspection dates</b>  | 23–24 March 2010 |
| <b>Inspection number</b> | 336113           |

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|--|---------------------------------|
| <b>Boarding provision</b>                  | Hunters Hill Technology College |
| <b>Social care Unique Reference Number</b> | SCO 43050                       |
| <b>Social care inspector</b>               | Andrew Hewston                  |

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Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

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## Introduction

This inspection was carried out by two additional inspectors and a social care inspector who focused on the quality of the boarding provision. Inspectors observed eleven lessons taught by seven teachers, but also made two off-site visits to observe pupils learning in the work place. They observed the school's work, and looked at a wide range of evidence, including progress, behaviour and attendance data, pupils' written work, behaviour plans, safeguarding policies, risk assessments, curriculum plans and the school improvement plan. They held meetings with governors, staff and pupils, conducted two case studies of pupils in vulnerable circumstances and looked at the four returned parent questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the circumstances of each pupil who has an attendance pattern of less than 80 per cent
- the use of assessment to inform teachers planning
- the school's tracking of pupil progress.

## Information about the school

Hunters Hill Technology College provides for pupils with severe behavioural, emotional and social difficulties. A large majority of pupils also have moderate learning difficulties and attention deficit hyperactivity disorder (ADHD). In addition 23% of pupils have an autistic spectrum disorder (ASD) and a small minority have speech, language and communication difficulties. Many pupils arrive at school with histories of poor attendance. All pupils have a statement of special educational needs. There are thirty three boarders on roll. There are more boys than girls. The proportion of pupils entitled to free school meals is well above the national average. There are twelve children looked after by the local authority (LA) on roll. The majority of pupils come from White British backgrounds and of the small minority of pupils from minority ethnic backgrounds none come from families where English is not the home language. The majority of pupils come from Birmingham, but a few are from other neighbouring local authorities. A significant proportion of pupils in Years 10 and 11 attend local colleges or other off-site provisions as part of their educational programmes. During the inspection all Year 10 and 11 pupils were out of school on work experience placement.

**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

This is a good school. Each pupil is viewed as a person with the potential to be equipped with the skills to transfer to college or employment by the time they leave. The school is successful in achieving this outcome for the vast majority of pupils. In 2009, every Year 11 pupil, on leaving school, accessed a high quality college course, training scheme or entered employment. This reflects the outstanding quality of care and support they experienced whilst at school and the high quality vocational curriculum, which enabled them to leave with a good range of nationally accredited qualifications. Engagement with parents is excellent and parents and carers are given practical help in supporting their children in overcoming the emotional and behavioural barriers they have which impede their learning. Parents say this school is 'fantastic' in the way it gives them advice to help their children.

The vast majority of pupils make good progress in their learning and achieve well. However, there are a few inconsistencies across subjects. Progress in English in Years 7 to 9 is slower than in mathematics and science. Although teaching is good with some pockets of outstanding teaching in mathematics and vocational subjects, occasionally, teaching of English is not as good as in other subject because assessment is not always used consistently to plan activities sharply matched to pupils needs in English. A few English lessons lack sufficient challenge and in these lessons the pace of learning slows. In almost every case, pupils' attendance rates improve, due to the hard work of staff and flexible planning which successfully re-engages pupils with learning. Nevertheless, the attendance of a few pupils with persistent absenteeism remains poor, which has an adverse impact on their learning and achievement. Skilful behaviour management by staff, outstanding facilities for the provision of motor vehicle maintenance and catering, and the outstanding support for pupils' personal development combine to enable the vast majority of pupils to increase their self confidence and motivation to succeed.

The headteacher and dedicated staff team work hard to remove every obstacle to learning for the pupils. As a result the vast majority develop as mature young citizens ready to take a purposeful place in the adult world, when they leave school. The headteacher is committed to developing leadership and management skills in every teacher, by, for example, involving both senior leaders and subject leaders in the monitoring of teaching and learning. However, the quality of feedback given by subject leaders to teachers on what they need to do to improve their teaching is variable. Data analysis is good and decisive actions taken following the analysis of pupil outcomes by the end of Key Stage 4 has resulted in rising standards year on year over the past three years. Given the success of actions to raise pupil achievement by the time they leave school and transform the behaviour of the vast majority of pupils from the time they

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enter to the time they leave school, the capacity for sustained improvement is good, as is the value for money.

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

- Improve attendance, of those few pupils who are persistently absent, by 10% within a year, in order to raise their academic achievement.
- Improve the quality of teaching in English in Years 7 to 9 by:
  - using assessments of what pupils need to do to improve their work to inform specific learning outcomes for them in lesson plans
  - ensuring that pupils are given challenging work in all lessons, which accelerates their learning and enables them to achieve well
  - ensuring that all teaching is delivered at a brisk pace so that pupils are always kept on task and learn well
- Develop lesson observation skills of subject leaders so that they focus on evaluating the impact of teaching on pupils' learning and provide effective feedback on the quality of teaching.

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

The vast majority of pupils make good progress with their learning in most lessons. In an outstanding mathematics lesson excellent relationships, challenging activities and expert teacher subject knowledge combined to accelerate pupils' understanding of how to calculate the volume of cuboids. However, there are a few inconsistencies in the progress pupils make in a small number of lessons. In an English lesson planned to improve pupils' creative writing skills pupils were not sufficiently challenged and this slowed their learning. The school's data shows that over time the vast majority of pupils, from well-below-average attainment on entry, make good progress and achieve well in English, mathematics and science. By Year 11, the vast majority of pupils leave school with good Entry Level qualifications in English and mathematics and a range of nationally accredited vocational qualifications. Girls respond well to courses planned to meet their needs and achieve well. Many pupils who were highly disaffected with learning on entry to the school leave equipped with the qualifications and skills required to go to college or find a job.

Most pupils enjoy school and engage enthusiastically with learning. Behaviour is good. Pupils' involvement in decision making is good and they make a valuable contribution to the school and wider community as they exercise their voice through the school council and through fund raising events. Pupils always feel very safe and are confident to talk with a trusted adult in school about any concerns they may have. For example, they understand the importance of wearing steel capped shoes when on a construction site and covering their hair when working in the kitchen. Pupils understand the importance of taking regular exercise and eating nutritious foods. They know about the harmful effects of smoking, but not all act upon their knowledge. Enterprise projects, access to

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high quality vocational courses and work experience equip pupils well with relevant work-related skills. Most pupils are considerate of each others views and beliefs, support each other well, and the vast majority have a very well-tuned sense of behaving in a fair and just manner. Their awareness of cultural diversity is very good and race relations within the school are very positive.

*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>   | *        |
| 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>1</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> |

### How effective is the provision?

Most lessons are planned well and successfully engage pupils with learning. Usually, activities are challenging and provide pupils with opportunities to solve problems. Dynamic lesson starter activities grasp pupils' attention. Opportunities to learn in practical ways using excellent resources in working environments, such as the motor vehicle workshop and hair dressing salon enable pupils to see relevance in their learning. However, the pace of teaching in a few lessons seen was pedestrian and did

<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.

\* In some special schools inspectors do not make a judgement about attainment in relation to expectations of the pupils' age.

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not move pupils on quickly enough in their learning. Teaching assistants skilfully manage the learning environment to prevent pupils from going off task. In most lessons, teachers use assessments of what pupils know, understand and can do to move them on in their learning. However, there is a little inconsistency in the use of assessment across subjects and on rare occasions assessment is not used sufficiently sharply to accelerate pupils' learning.

Flexibly planned individual learning programmes often successfully re-engage pupils who are disaffected with learning. The vocational opportunities, including opportunities for pupils in Years 10 and 11 to attend colleges, accelerate their learning. The school recognises that the curriculum for pupils in Years 10 and 11 is better than that for pupils in Years 7 to 9 and has already begun to make some modifications to the Key Stage 3 curriculum. The introduction of an accredited science course in Year 9 has raised achievement in the subject. Enrichment through an extensive range of clubs, visits and visitors significantly enhances pupils learning. Enterprise projects are new and developing well.

Very effective collaborative working between the school and a wide range of external agencies ensures that pupils' emotional and behavioural needs are exceptionally well met. Pupils have detailed personalised behaviour plans and contribute to their own behaviour improvement targets. As a consequence they make rapid progress in their behaviour. Procedures to promote good attendance are very effective for all but a few pupils who are persistently absent. Transition arrangements are outstanding. Tailored external careers guidance and support ensure that all pupils are appropriately placed for the next important life step and educational development when they leave school. Induction procedures are outstanding and there is a very supportive nurture group in Year 7 to support pupils struggling with their reading and writing when they join the school. Parents are very pleased with the care and support their children receive.

*These are the grades for the quality of provision*

|  |          |
|--|----------|
| <b>The quality of teaching</b>   | <b>2</b> |
| Taking into account:<br>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>1</b> |

**How effective are leadership and management?**

The headteacher leads by example and has a strong ambition, focusing on raising pupils' self esteem by engaging them with educational experiences, which enhance their quality of life and give them the opportunity to develop the skills and determination to do well. Senior and middle leaders are clear about their roles and responsibilities, all of which focus on raising pupil achievement. However, some middle leaders require further

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development to become fully effective at monitoring the quality of teaching and learning. The school provides good opportunities for its pupils to participate in all the school offers and as many pupils as possible are successfully re-integrated with their mainstream peers on college courses, but inclusion opportunities at Key Stage 3 lag behind those at Key Stage 4. Very effective management systems and procedures are in place to ensure that pupils are safe and secure. At the time of the inspection, child protection procedures met government regulations. There is a robust policy for the safe recruitment of staff. Governors exercise their safeguarding responsibilities exceptionally well. Each subject department is thoroughly assessed for any potential risks and there is a detailed risk assessment of the behaviour of every pupil in the school.

Very effective networking with local businesses and outstanding partnerships with local schools and colleges benefit both pupils within the school and pupils from other schools. Excellent use is made of the well-equipped motor vehicle workshop, to support the learning of pupils from other schools in the area. Provision for community cohesion is well planned. A thorough audit has been completed and a detailed action plan has been drawn up. The school provides pupils with wide ranging opportunities to participate in school and local community initiatives. It also develops their appreciation and understanding of their national and global communities. Governors provide an effective balance of support and challenge to the school through asking searching questions about the achievement of girls and minority ethnic groups of pupils.

*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:<br>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>1</b> |
| <b>The effectiveness of partnerships in promoting learning and well-being</b>  | <b>1</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>1</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> |

**Boarding provision**



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Young people's health needs are well supported by the staff team and they have access to a range of professionals. Young people are aware of the need to keep themselves healthy and discuss ways that this can be achieved. Robust arrangements are in place for the administration of medication. Young people feel safe within the boarding provision. Young people's complaints are investigated and responded to effectively. Staff have a thorough awareness of responding to safeguarding concerns or allegations. Staff deal with issues promptly and this fully supports young people. Incidents of bullying and absence without permission are rare, but when they do occur, are responded to and fully recorded within the school systems. However, the analysis of absence from the premises is not fully developed. The school has an effective behaviour management system that promotes positive behaviour. There is good analysis of incidents requiring restraint and staff are fully trained in this area. All health and safety checks are completed in a timely fashion and all necessary risk assessments relating to living at the school are completed. Procedures to ensure the safe recruitment of staff at the school are robust and ensure the safety of the young people. Effective links between the school and residential provision ensure continuous development of young people. Evening activities are well organised and young people are able to discuss a whole range of activities that they do. Young people have plans in place that highlight areas of specific need and how staff are to respond to these within the residential provision. The accommodation is of a good standard and improving on a rolling basis with some areas being outstanding. Young people are proud of the homes that they live in and some good personalisation of different areas is completed by the staff and young people. All residential areas are homely and comfortable. The management of the residential provision is strong and there is a thorough awareness of the necessary standards. Residential areas are well staffed and staff work effectively with the young people to meet their needs. The school's senior staff effectively monitor the necessary range of recordings relating to the residential provision.

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

- Ensure written records are made of the circumstances of all incidents of absence without authorisation, actions taken and reasons for going missing. (NMS 8.6).

*This is the grade for the boarding provision*

|  |          |
|--|----------|
| <b>The effectiveness of the boarding provision</b> | <b>2</b> |
|--|----------|

**Views of parents and carers**

Returns of the Ofsted questionnaire indicate that parents and carers are very pleased with what the school provides for their children. The few parents and carers who wrote detailed comments praised the school. Inspectors agree with their positive views. Inspectors found that the school works very closely with parents and carers to help them support their children to engage again with their learning.

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

Ofsted invited all the registered parents and carers of pupils registered at Hunters Hill Technology College 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 4 completed questionnaires by the end of the on-site inspection. In total, there are 104 pupils registered at the school.

| Statements  | Strongly Agree |     | Agree |    | Disagree |   | Strongly disagree |   |
|---|----------------|-----|-------|----|----------|---|-------------------|---|
|   | Total          | %   | Total | %  | Total    | % | Total             | % |
| My child enjoys school  | 3              | 75  | 1     | 25 | 0        | 0 | 0                 | 0 |
| The school keeps my child safe  | 4              | 10  | 0     | 0  | 0        | 0 | 0                 | 0 |
| The school informs me about my child's progress   | 4              | 100 | 0     | 0  | 0        | 0 | 0                 | 0 |
| My child is making enough progress at this school   | 1              | 25  | 3     | 75 | 0        | 0 | 0                 | 0 |
| The teaching is good at this school   | 2              | 50  | 2     | 50 | 0        | 0 | 0                 | 0 |
| The school helps me to support my child's learning  | 3              | 75  | 1     | 25 | 0        | 0 | 0                 | 0 |
| The school helps my child to have a healthy lifestyle   | 2              | 50  | 2     | 50 | 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) | 3              | 75  | 1     | 25 | 0        | 0 | 0                 | 0 |
| The school meets my child's particular needs  | 2              | 50  | 2     | 50 | 0        | 0 | 0                 | 0 |
| The school deals effectively with unacceptable behaviour  | 3              | 75  | 1     | 25 | 0        | 0 | 0                 | 0 |
| The school takes account of my suggestions and concerns   | 4              | 100 | 0     | 0  | 0        | 0 | 0                 | 0 |
| The school is led and managed effectively   | 4              | 100 | 0     | 0  | 0        | 0 | 0                 | 0 |
| Overall, I am happy with my child's experience at this school   | 3              | 75  | 1     | 25 | 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 inspected between September 2007 and July 2008

| Type of school       | Overall effectiveness judgement (percentage of schools) |      |              |            |
|----------------------|---|------|--------------|------------|
|                      | Outstanding   | Good | Satisfactory | Inadequate |
| Nursery schools      | 39  | 58   | 3            | 0          |
| Primary schools      | 13  | 50   | 33           | 4          |
| Secondary schools    | 17  | 40   | 34           | 9          |
| Sixth forms          | 18  | 43   | 37           | 2          |
| Special schools      | 26  | 54   | 18           | 2          |
| Pupil referral units | 7   | 55   | 30           | 7          |
| All schools          | 15  | 49   | 32           | 5          |

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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"> <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 pupil's 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.**



25 March 2010

Dear Pupils

Inspection of Hunters Hill Technology College, Bromsgrove, B60 1QD

We greatly enjoyed our recent visit to your school. We think it is a good school. You are exceptionally well cared for. This applies to those of you who are boarders as well. We thank all of you who so kindly took the time to talk with us. You were polite, kind and courteous. You have wonderful hopes for the future and are so keen to succeed.

Here are the positive things we found:

- the care and support you receive in the boarding accommodation and at school are excellent.
- those of you in Years 10 and 11 have opportunities to gain qualifications in subjects like car mechanics and catering which help you to go on to colleges of further education or get good jobs when you leave school.
- your understanding of the importance of safety in the work place is excellent.
- most of your teaching is good because it helps you to solve real life problems
- your headteacher and teachers work hard to help you become mature and responsible citizens.

To make your school even better we have asked the staff and governors to:

- help those of you who do not attend regularly to come into the school daily and on time; this will help you achieve better in all of your subjects
- make sure that all of you in Years 7 to 9 are always challenged to do the very best you can in your English lessons
- help those staff who come in and look at lessons to give the best possible support to your teachers to improve your learning

Please help by always trying your very best and please come to school every day.

Yours sincerely

Jeffery Plumb

Lead inspector

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