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21 October 2009

Mr Anthony Peltier
Southwark Inclusive Learning Service (SILS)
2 Davey Street
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Dear Mr Peltier

Ofsted monitoring of Grade 3 schools

Thank you for the help which you and your staff gave when I inspected your school, with an additional inspector, on 6 October 2009, for the time you and the headteachers gave, and for the information which you provided before and during my visit.

As a result of the inspection on 6 October 2009, the school was asked to

- Raise standards by ensuring that in all lessons there is a consistent and sustained approach to improving the students' literacy skills.
- Modify the centre's development plan to ensure that strategies to improve standards and achievement are clearly stated and that outcomes can be carefully measured against targets.
- Raise the attendance levels of all students to that of the best.

Having considered all the evidence, I am of the opinion that at this time the school has made satisfactory progress in making improvements and satisfactory progress in demonstrating a better capacity for sustained improvement.

The attainment of students attending SILS is improving with a significant increase in the number of students awarded accreditation for study, including some higher grades at GCSE. The school has focused well on the quality of lessons and students enjoy learning with their enthusiastic teachers and supportive learning assistants. This is resulting in students' improved progress and engagement with studies. The service is developing systems to track the students' progress in order to maximise the success of individuals and focus interventions needed. There is a specific focus on improving literacy skills in lessons and this is also shown in lesson planning. This is assisting in raising standards. Teachers make effective use of praise and good questioning techniques to consolidate learning. Many students make sufficient



progress in Years 7 to 9 to allow a return to mainstream education. SILS continues to support these students in school to ensure they sustain their success.

The service is setting targets based on prior attainment and this target setting is becoming more refined. Assessment data are collected regularly in order to establish a number of indicators of progress. The school has appropriate plans to ensure a more analytical approach is taken to track progress. This is at an early stage as previous data were unavailable or unreliable.

The school has engaged students well and attendance has shown rapid improvement. Students want to attend as they feel that the provision will help them to develop further, both personally and academically. The curriculum is increasingly personalised so that students have a relevant learning programme suitable for either reintegration into mainstream schools or as a platform for further study or employment. The school is proactive in engaging parents and has established good systems for following up attendance issues.

The school already has a range of effective partnership arrangements with colleges and other agencies. Year 10 and 11 students spend part of each week with offsite providers. This extends the opportunities for vocational courses beyond their normal curriculum. Students report that they value these experiences that offer an effective stepping stone into work or further studies.

The service's hard work to develop more effective provision for all of its students has laid good foundations for sustainable success. Policies are developing and are being reviewed but their impact is not fully analysed. Administration systems are not always as effective as they should be.

I hope that you have found the visit helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Paul Scott
Her Majesty's Inspector

