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Ms H Huntley  
Executive Headteacher  
Haybrook College  
112 Burnham Lane  
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Berkshire  
SL1 6LZ

Dear Ms Huntley

### **Ofsted 2010–11 survey inspection programme: alternative provision**

Thank you for your hospitality and cooperation, and that of your staff, during my visit on 9 November 2010 to look at your school's use of alternative provision.

As outlined in my initial letter, the visit had a particular focus on examining the use of alternative provision for pupils who are vulnerable to underachieving, and the impact that this has on the outcomes for these pupils.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions but individual institutions will not be identified in the main text without their consent.

This letter briefly summarises our discussion at the end of the visit.

### **Outcomes**

- All students reach or exceed their challenging targets. Students attain a wide range of appropriate qualifications including GCSEs, BTEC, Adult Literacy and Numeracy, and Preparation for Employment. Most alternative provision placements contribute to accreditation such as Work Skills, ASDAN Certificate of Personal Effectiveness and BTEC levels 1 and 2.
- Key to the success of the college is the personalisation of provision to meet the different needs of each student. This includes offering some provision that does not lead to accreditation but which re-engages students in learning, such as tutoring in fishing or beauty.
- The alternative provision provides clear pathways to future learning. Almost all students go on to college courses, employment or training.

- Students value the very wide range of provision on offer and their flexible timetables. They enjoy their placements, gain a sense of achievement and grow in self-esteem. They say that they like being treated as adults and appreciate the fact that their views are respected.
- An important factor in their re-engagement in learning is the positive relationship that they develop with a key person, such as one of the college's sports coach mentors, who takes an interest in their individual development.

### **Selecting and commissioning**

- The college defines a successful alternative provision placement as one which ensures that the student is engaged, enjoys the placement, makes progress and attains qualifications.
- The college uses a wide range of providers and works very effectively with the Education Business Partnership and local Business Community Partnership.
- In addition to commissioning successful provision on site, such as construction, beauty and the Accipio Online Learning offered at the Virtual School, the college arranges work placements in the community, particularly for students in its 'Activate' provision which is hosted by the business 'Sara Lee'.
- The college finds it very easy to find alternative providers, but quite difficult to evaluate their suitability. Nonetheless, robust procedures are followed in the selection of provision. Staff visit off-site providers and on-site providers are asked to provide taster sessions for students for the college to evaluate.
- The college seeks advice from the local authority on human resources and legal matters, and has robust systems for safe recruitment and safeguarding children checks.

### **Monitoring, evaluation and support**

- The college monitors placements rigorously through staff visits and regular feedback from the providers. It evaluates provision regularly for value for money.
- Appropriate information and training are given to the providers prior to the placement, including very helpful strategies for managing behaviour as set out in individual management plans.
- The college implements very effective systems for monitoring students' attendance and punctuality, their personal and social progress and progress in specific and key skills. Each student has a weekly meeting with a mentor to set and review targets to improve performance at the placement.
- The college's evaluation indicates that since joining alternative provision most students have improved their attendance and behaviour. They have improved in the key skills of working with others, improving their own

learning and problem solving. The majority of students have made satisfactory or better progress in improving specific skills related to their placement and also in improving their skills in literacy, numeracy and information and communication technology. This also accords with the students' own evaluations; for example one student who had been permanently excluded from school in Year 9 said, 'I am achieving more now than I did in school.'

I hope that these observations are useful as you continue to develop alternative provision in the school.

As I explained previously, a copy of this letter will be published on the Ofsted website. It may be used to inform decisions about any future inspection. A copy of this letter is also being sent to your local authority.

Yours sincerely

**Sue Frater**  
**Her Majesty's Inspector**