

Aviation House
125 Kingsway
London
WC2B 6SE

T 0300 123 1231
F 020 7421 6855
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



13 October 2010

Mr D Smith
Headteacher
Burton Road
Branston
Burton-on-Trent
DE14 3DR

Dear Mr Smith

Ofsted 2010–11 survey inspection programme: alternative provision

Thank you for your hospitality and cooperation, and that of your staff, during my visit on 23 September 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 students who are vulnerable to underachieving, and the impact this has on the outcomes for these students.

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

- The school uses alternative provision as one of its strategies to help students to re-engage in their learning at school, and to gain and retain suitable education, employment or training at the end of Year 11. The school's records of students' outcomes indicate that they successfully meet this aim.
- Almost all students show improvements in their attendance and behaviour at school once they begin an alternative provision placement. For some, these gains are significant.
- This has a positive impact on their learning and on their studies for their GCSE examinations. The majority of Year 11 students who attended alternative provision for some of each week during the last year gained at least five GCSEs at grades A* to G. A few gained five GCSEs at higher grades. The same is true for the previous year's cohort.

- All students who attended alternative provision in 2008/2009 when they were in Year 11 are still in education, employment or training a year later. All those who left Year 11 in summer 2010 have found a suitable destination, including the school's own sixth form.

Selecting and commissioning

- Provision is commissioned and selected with clear aims in mind. This helps the school to decide what is and is not suitable.
- Although most of the provision is commissioned through the District Inclusion Panel, of which the pupil referral unit is a key member, the school also finds other individualised provision according to students' needs and interests.

Monitoring, evaluation and support

- Students' attendance is monitored routinely each time they are due to attend an alternative provider, and any absence is followed up swiftly.
- Senior leaders have a clear overview of the progress this group of students are making. This is greatly assisted by the variety of information which is collected by the deputy head of inclusion and by heads of year about students' needs, behaviour, attendance and academic outcomes. The analysis of progress produced for this visit illustrates the wealth of valuable information which the school has about this group and the way it can be used to evaluate the provision's effectiveness.
- The alternative provision is only part of the support that the students receive. The school has a range of tailored provision to support those who need it, including 'The Huts' which helps students to catch up with missed coursework and a targeted tutor group in Year 11. The school's farm offers valuable curriculum opportunities.
- Students enjoy their placements and feel that they help them to stay focused on passing their exams.

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 Morris-King
Her Majesty's Inspector