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Mrs J Naylor
Headteacher
The Round Oak School and Support Service
Brittains Lane
Warwick
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Dear Mrs Naylor

Ofsted 2010–11 best practice study: English

Thank you for your hospitality and cooperation, and that of your staff, during my visit on 6 October 2010 to look at the curriculum in English.

The visit provided valuable information which will contribute to our publication about best practice in English. The publication will include case studies about individual providers. If your school is included as a case study, you will have an opportunity to comment prior to publication. Individual institutions will not be identified in the main text without their consent.

The evidence used to inform the judgements included: observation of three parts of lessons, scrutiny of documentation and meetings with you, key staff and a group of students.

Features of good practice

- Senior leaders provide the school with very strong and precise direction which shapes the curriculum and experiences for students, ensuring that there is access to the full secondary programme in English at an age-related level.
- The subject leader's outstanding leadership establishes a strong sense of what the English curriculum is, its aims and purpose, and how students will benefit. The subject leader constantly strives to keep the curriculum up-to-date and relevant to students' interests. The current priority is to extend the planning of literacy activities through other subjects.
- Very detailed plans ensure full coverage of the National Curriculum in English including a range of media, literature and use of information and communication technology. Exceptionally detailed schemes of work, which

contain thorough lesson plans and a wide range of resources, ensure a high degree of consistency and quality in lessons.

- The schemes of work contain sophisticated planning to ensure that work is very closely matched to the wide range of needs in each class. This involves differing objectives, varying resources, specific tasks, focused support, appropriate expectations and flexible teaching to ensure that all students make progress. This is seen most clearly in the multi-sensory approaches used to interpret the curriculum for students who have significant language and communication difficulties.
- A full range of enrichment activities promotes English and widens students' experiences, building their confidence and engaging their interest and enjoyment of the subject. Drama is an important central feature in this programme.
- The schemes of work have clear criteria for achievement which are linked to students' individual plans and targets. Students have regular opportunities to assess their own work and that of their peers. All students achieve qualifications relevant to their capabilities at the end of Year 11 and in the sixth form.

Area for development

- Continuing to embed literacy skills across the curriculum to provide students with regular opportunities to apply and improve their understanding.

I hope that these observations are useful as you continue to develop English 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. Except in the case of academies, a copy of this letter is also being sent to your local authority.

Yours sincerely

Martin Cragg
Her Majesty's Inspector