

Cheshunt School

Inspection report

Unique Reference Number	117596
Local Authority	Hertfordshire
Inspection number	358168
Inspection dates	24–25 November 2010
Reporting inspector	Stephen Abbott HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Secondary
School category	Foundation
Age range of pupils	11–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	912
Of which, number on roll in the sixth form	111
Appropriate authority	The governing body
Chair	Lesley Morton
Headteacher	Andy Stainton
Date of previous school inspection	16 April 2008
School address	College Road Waltham Cross EN8 9LY
Telephone number	01992 624375
Fax number	01992 643411
Email address	admin@cheshunt.herts.sch.uk

Age group	11–19
Inspection dates	24–25 November 2010
Inspection number	358168

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

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

T: 0300 1234 234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. The inspectors observed the school's work, and looked at the school's current and previous self-evaluation documents, the school improvement plan, various policy documents and safeguarding records. Inspectors observed 33 teachers in 34 lessons. They met with several groups of students, members of the governing body, senior and middle leaders and some other members of staff. During the inspection, inspectors received and analysed questionnaires from 349 parents and carers, 148 students and 49 members of staff.

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

- How does students' behaviour in and out of lessons affect their own and others' progress?
- Can the school justify its self-evaluation in relation to the Every Child Matters outcomes?
- How much has the school improved the use of assessment in lessons to support learning?
- Are there weaknesses in provision that help explain the school's achievement data?
- Has there been sufficient time for the recent changes to make an impact on school improvement?

Information about the school

Cheshunt School is an average-sized secondary school with technology college specialist status. It is part of a local Extended Schools consortium and the South Broxbourne Partnership of local sixth forms. It draws most of its students from the immediate urban area and some from Enfield. A very large majority of students are from White British backgrounds and very few are at an early stage of learning to speak English as an additional language. The percentage of students known to be eligible for free school meals is close to the national average. The proportion of students with special educational needs and/or disabilities is above average, but the proportion with statements of special educational needs is below average. The school complies with Financial Management Standards in Schools. Since the previous inspection, there have been significant changes in leadership. A new headteacher took up his post in September 2010 and eleven new governors have recently been appointed.

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?

4

The school's capacity for sustained improvement

4

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its students an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

In recent years, examination results have shown that standards are well below average and that Cheshunt School students make much less progress, on average, than similar students elsewhere. The school has made very little progress in addressing the shortcomings in the use of assessment that were identified at the last inspection. In some subjects, the organisation and planning of programmes of study have not been robust enough to maintain continuity of learning in the face of a high turnover of staff.

Until recently, the school's weaknesses had not been accepted, or tackled rigorously. For example, the school's self-evaluation in March 2010 was over-generous, making it difficult for senior managers to hold subject leaders to account. The governing body was unable to challenge the unrealistic self-evaluation because it did not have access to the necessary data. The School Improvement Partner accepted the school's assurances that its performance would improve. In September 2010, a fourth consecutive set of poor examination results led to the School Improvement Partner's recommendation that the local authority should place the school in its highest category of concern. By this time, the governing body had recognised its own shortcomings. It employed an external consultant to support a full self-evaluation, which guided the successful recruitment process for a new headteacher.

Since he took up his post in September, the headteacher has impressed staff, students and parents with his vision for improving the school. He has brought a much-needed sense of realism to the school's self-evaluation, and is beginning to involve more stakeholders in the process. His meetings with subject leaders have helped them understand the level of rigour needed for the school to improve and the need for thorough accountability. The recently developed school improvement plan focuses relentlessly on four priority areas. The governing body has recruited several new members and has reorganised its committee structure to reflect the four priorities. While these are encouraging developments, they have not been in place long enough to have had an impact.

The school has some areas of strength. Some aspects of partnership working are strong, such as the excellent work in the community as part of the Extended Schools programme. The strong programme of induction for Year 7 is appreciated by parents because it helps the new students to settle in quickly. Participation in physical activity is high because of good teaching in physical education lessons and a strong extra-curricular sports

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

programme. A recent trip to a Hindu temple contributed to students' understanding of diverse cultures and beliefs, though such experiences are still too few. The learning support provision includes an effective withdrawal programme for students with learning difficulties and is effective in helping weak readers to improve. The attendance team has succeeded in reducing persistent absence. Overall attendance is improving, but remains well below the national average.

The school has a core of effective teachers whose lessons build well on previous learning through a range of teaching strategies. Although the majority of teaching is satisfactory, the overall quality of teaching and the use of assessment are inadequate. There are occasional gaps in teachers' subject knowledge, such as knowledge of examination requirements. In many lessons, work is not sufficiently adapted to reflect students' different starting points and lesson activities offer students too few opportunities to take an active role in their learning. Not all teachers are adept at assessing students' progress during the lesson and amending the teaching accordingly. Few staff are confident that behaviour is managed well and many lessons do little to promote good behaviour by capturing students' interest. As a result, students find it difficult to stay focused. While most behave compliantly, a few are tempted to distract others.

The school has strengthened its systems for tracking students' progress, with five monitoring points through the year, each reported to parents. The progress reports enable the school to identify students at risk of not achieving five or more A* to C grades at GCSE including English and mathematics. Academic support and mentoring are focused on students who are close to the borderline on this important measure. However, there is also significant underachievement among the most-able students and those with special educational needs, but who do not have a statement of special education needs. Too many able students are settling for a grade B or C pass, when they should be getting an A or A*. This is because the school uses too narrow a range of targets, which focus predominantly on the percentage of students gaining grade C or above.

The school's promotion of equal opportunity is inadequate. This is partly because the school has not addressed underachievement for all groups, but also because the school does not meet its statutory duties to promote race, gender and especially disability equality. Overt discrimination is rare and the school deals with any incidents firmly. The school is also taking steps to prevent boys dominating lessons. However, the school's equality schemes are out of date and it has not done enough to welcome disabled people, either in its prospectus or in the adaptations to the buildings. For example, wheelchair users still have to enter the school via an alternative entrance.

What does the school need to do to improve further?

- Raise achievement as a matter of urgency by:
 - ensuring that all teachers use the available information on students' prior attainment and individual targets to plan lessons that provide an appropriate level of challenge for each student in the class
 - ensuring that intervention programmes tackle all forms of underachievement, including that of the most-able students and students with special educational needs but without a statement
 - improving attendance, so that all students maximise their learning time.

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

- Within a year, improve the quality of teaching to ensure that each student experiences a coherent programme of learning from Year 7 to Year 11 by:
 - improving the organisation and planning of programmes of study within subjects
 - ensuring that all teachers have a good level of subject knowledge and can use a range of teaching approaches that give students an active role in their learning and promote good behaviour
 - improving teachers' skills in assessing students' levels of understanding during the course of a lesson, so they can adapt their teaching approaches accordingly.
- Increase the pace of school improvement by:
 - using a wider range of performance indicators to set improvement targets and to monitor progress towards achieving them
 - involving a wider range of stakeholders in rigorous self-evaluation
 - ensuring that staff at all levels are held to account by their line managers and that senior leaders are held to account for the school's performance by the governing body
 - meeting the school's statutory duties in relation to equality.

Outcomes for individuals and groups of pupils**4**

Students' prior attainment, when they join the school in Year 7, has varied from year to year. By the end of Year 11, standards are well-below average because students make inadequate progress over time. In both English and mathematics, too few of the most-able students make the progress expected, based on their starting points. Attainment has not improved since the previous inspection in 2008 and the school is not meeting its targets in the specialist subjects of technology, science and mathematics.

Students' achievement and enjoyment are inadequate. In the majority of lessons seen by inspectors, learning was no better than satisfactory and students showed few signs of enjoyment. Students' attitudes and behaviour were satisfactory, but did not contribute enough to their learning. Too often, as teachers presented information, students sat passively, making few notes and asking few questions. Some struggled to make sense of their work because they did not have the prior knowledge being assumed by the teacher. Others, sometimes in the same class, found the same work too easy and, therefore, made little progress. Students enjoyed lessons that were well taught, for example in physical education, drama and Spanish.

Progress is inadequate for most groups of students, but more so for girls than boys. Students who receive higher levels of support for their special educational needs, such as being taught in small withdrawal groups, make satisfactory progress. Those more reliant on in-class support make inadequate progress because the lessons are rarely adapted to their needs.

Most students say they feel safe at school and adopt safe practices. They have a satisfactory understanding of healthy lifestyles, but their enthusiasm for physical activity is not matched by their eating choices. Most students develop basic skills in literacy, numeracy and information and communication technology, and some work-related skills to equip them adequately for the future. However, their writing skills are not always

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

developed strongly enough to allow them to express their ideas fully. Members of the student council are responding well to the enhanced role envisaged for them by the new headteacher, but other students are unconvinced about the council's effectiveness in representing their views. Students' spiritual, moral, social and cultural development is promoted satisfactorily. For example, Year 11 students enjoyed a discussion about whether animals have souls, a Year 9 student commented that the drugs education programme had made him think and many students enjoy theatre trips.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The most effective teachers have good subject knowledge and the skills to identify how well each student is learning. They encourage students to think for themselves and show them how to evaluate each others' work. However, these features are absent from most lessons. In some subjects, the guidance for teachers is not strong enough to ensure that learning progresses smoothly from Year 7 to Year 11. In some cases, teaching is too fragmented, with each lesson standing alone. In mathematics for example, some classes flit from topic to topic, with insufficient time given for students to establish competence in any of them. Students complain that teaching in previous years has not covered all the topics they are now expected to know. The quality and regularity of marking are variable and the use of homework to aid learning is inconsistent.

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

The Key Stage 4 curriculum offers a suitable range of courses and qualifications. A diploma in creative and media subjects has been introduced and there is also a foundation programme for students who need more time to develop their basic skills for life. However, not all of the changes have been thought through. For example, the policy of early entry for GCSE mathematics leads to a general diminution of interest in the subject in Year 11. This is unhelpful to the most-able students, who miss the top grades, and diploma students who still need to pass functional mathematics. Furthermore, planning of new courses does not always consider the likely progression routes from 14 to 19. School leaders have plans to address some gaps in the Key Stage 3 curriculum, such as the development of students' ability to apply numeracy and literacy skills. A cross-curricular project has already been introduced that helps students to work together. The curriculum satisfactorily reflects the school's specialist technology status.

The school identifies key transition points for students and provides good guidance for new students in Year 7 and for option choices in Year 9. The pastoral team is successful in supporting students whose circumstances have made them vulnerable. However, in Key Stage 4, there is a lack of connection between pastoral support and work to raise attainment. For example, some students who underachieved badly last year had significant social or emotional burdens. The school has some successful intervention programmes but they are not equally available to all groups of students.

These are the grades for the quality of provision

The quality of teaching	4
Taking into account: The use of assessment to support learning	4
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The new headteacher has quickly won the support of the senior and middle leaders in the school. Staff morale is good and several students commented favourably about changes such as the 'no hands up' policy and the improved ethos of the school. The new school improvement plan provides a way forward, supported by clearer roles for senior leaders. This is providing a new drive and ambition. However, the school's underperformance is deep-seated and it is too early for the changes to have had an impact. Attendance has improved a little, but attainment and progress have not. Judgements made last year by senior and middle managers about the quality of teaching were too generous. The leadership of teaching and learning has not been strong enough to eliminate inadequate teaching or to improve the use of assessment to support learning. Until recently, middle managers have not been held sufficiently to account for outcomes and the quality of provision in their areas.

Since her appointment, the Chair of the Governing Body has taken some important steps to improve the effectiveness of the governing body. However, the appointment of eleven

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

new members this term means that specific responsibilities are still being allocated. Some important policies are overdue for review and some statutory duties on equality have not been carried out thoroughly enough. The governing body is beginning to equip itself to hold the school to account, but has not been doing so previously. The school's work within the local extended schools partnership makes a very strong contribution to community cohesion, but this is tempered by the school's inadequate promotion of equal opportunities. The school has a good understanding of the religious, ethnic and socio-economic characteristics of its local community. Its planning addresses the global context, but is weaker on helping students to understand the diversity of the national community.

Partnership with parents is satisfactory, with a large majority of parents feeling that their suggestions and concerns are considered. In some other respects, the school's partnership work is strong. The pastoral and child protection teams work well with other agencies to benefit students whose circumstances make them vulnerable. The South Broxbourne Partnership enhances the range of sixth forms courses. However, the school's specialist technology status has little impact on achievement and, until very recently, the school has not worked effectively with the local authority to improve learning outcomes for students.

The school meets safeguarding requirements satisfactorily and is aware of some further improvements that can be made. The school is on a large site but has a number of poorly designed buildings that are expensive to maintain. The school's finances have recently been audited and found to be sound. Nevertheless, in view of the outcomes, the school provides inadequate value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	4
Taking into account: The leadership and management of teaching and learning	4
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	4
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	4
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	4

Sixth form

Students learn satisfactorily in the sixth form, reflecting the quality of teaching they receive. Compared to the main school, there is more active learning and much less

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

inadequate teaching. As a result, students make satisfactory progress, but not enough to make up for their below average standards on entry. Until recently, too many students were allowed to start courses that were unsuitable and their progress was not tracked systematically enough. Consequently, attainment in the sixth form has remained low, with few students gaining A or B grades in GCE A level and AS examinations.

There are now four distinct 14 to 19 pathways provided for students, offered within the South Broxbourne Partnership with two nearby schools. The range of courses has been expanded, with more vocational and level 2 courses now offered. Most of the day to day arrangements work satisfactorily, except for the system whereby students sign in and out when travelling to and from other schools in the consortium, which is lax. The school has now improved its guidance and monitoring in the sixth form, though some students would like better guidance on entering higher education. Sixth form students make a good contribution to the school and local community.

The leadership and management of the sixth form have suffered from the same deficiencies as in the main school and have equally benefited from the recent changes. It is judged satisfactory, reflecting the slightly better outcomes and the impact of the South Broxbourne Partnership. Areas for improvement have been identified and are being addressed, but it is too soon to see much impact on attainment.

These are the grades for the sixth form

Overall effectiveness of the sixth form	3
Taking into account:	
Outcomes for students in the sixth form	3
The quality of provision in the sixth form	3
Leadership and management of the sixth form	3

Views of parents and carers

The number of parents and carers responding to the questionnaire was higher than the average for secondary schools. On most questions, the rate of agreement was in line with national figures, with two exceptions. Agreement rates were a little lower for the statements 'The school deals effectively with unacceptable behaviour' and 'The school takes account of my suggestions and concerns'.

A large number of parents and carers added comments to their responses. The main areas for positive comment were the impact of the new headteacher and the quality of care and support for their children with special educational needs and medical conditions. There were twice as many negative comments, with the most common concerns relating to inconsistencies in the quality of teaching, marking, setting homework and the management of behaviour. The quality of mathematics teaching was a particular concern for some parents. The inspection findings are broadly in line with the points raised by parents.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cheshunt School 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 349 completed questionnaires by the end of the on-site inspection. In total, there are 912 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	78	22	239	69	23	7	3	1
The school keeps my child safe	97	28	236	68	9	3	3	1
My school informs me about my child's progress	94	27	221	64	26	7	3	1
My child is making enough progress at this school	71	20	233	67	31	9	2	1
The teaching is good at this school	56	16	250	72	27	8	1	0
The school helps me to support my child's learning	54	16	226	65	49	14	5	1
The school helps my child to have a healthy lifestyle	33	10	252	73	45	13	3	1
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)	71	20	225	65	20	6	3	1
The school meets my child's particular needs	52	15	245	71	32	9	5	1
The school deals effectively with unacceptable behaviour	66	19	201	58	50	14	13	4
The school takes account of my suggestions and concerns	41	12	226	65	32	9	8	2
The school is led and managed effectively	65	19	230	66	16	5	5	1
Overall, I am happy with my child's experience at this school	93	27	216	62	27	8	3	1

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



26 November 2010

Dear Students

Inspection of Cheshunt School, Waltham Cross, EN8 9LY

I am writing to tell you the outcome of your school's recent inspection. Thank you all for the welcome we received and thank you especially to those of you who gave up your time to talk to the inspection team or to complete the questionnaires.

Most of you told us that you feel safe at school, but a small minority disagreed. You do not enjoy school as much as other students nationally. Your main concerns were about healthy lifestyles and students' behaviour. Nearly a third of you think that behaviour needs to improve. We found that students' behaviour was satisfactory during the inspection. Nearly half of you do not feel that the school helps you live a healthy lifestyle. We found good involvement in physical activity, but some unhealthy eating. We agree that some of your lessons are not very exciting.

The main findings of the inspection are that you do not learn well enough because there is not enough good teaching. Leadership and management have been unsatisfactory. However, we recognise that you and your parents have been impressed by the way the new headteacher has faced up to the school's inadequacies. We agree that he is more realistic about what needs to be done, but the changes he is making will need more time to make a difference. Therefore we judged the school to be inadequate and the school has been placed in 'special measures' to improve its effectiveness. The school will receive regular visits from inspectors to check on its progress in tackling the areas for improvement.

We have asked the school to focus on raising achievement by:

- helping teachers to plan lessons that meet your different needs, involve active learning, a range of teaching approaches and good assessment
- making sure that each subject has a well designed programme of learning
- strengthening the intervention programmes to improve progress for all of you
- making sure that everyone works together and all staff are held to account
- ensuring equal opportunities for all of you to achieve well.

You can all play a part by taking a more active interest in lessons and by making suggestions for improving them. On behalf of the inspection team, I wish you all the best for the future.

Yours sincerely

Stephen Abbott

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.