

# Campsmount Technology College

## Inspection report

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<b>Unique Reference Number</b>	106791
<b>Local Authority</b>	Doncaster
<b>Inspection number</b>	356029
<b>Inspection dates</b>	9–10 December 2010
<b>Reporting inspector</b>	Michael Maddison HMI

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

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<b>Type of school</b>	Secondary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	761
Of which, number on roll in the sixth form	64
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr David McEwan
<b>Headteacher</b>	Mr Andrew Sprakes
<b>Date of previous school inspection</b>	7 November 2007
<b>School address</b>	Ryecroft Road Norton, Doncaster South Yorkshire DN6 9AS
<b>Telephone number</b>	01302 700002
<b>Fax number</b>	0
<b>Email address</b>	heads.pa@campsmount.doncaster.sch.uk

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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. Inspectors observed 33 lessons and 33 teachers. Meetings were held with groups of students, senior staff, middle leaders, the Chair and Vice-Chair of the Governing Body, and the School Improvement Partner. Inspectors observed the school's work, and looked at policies, data analyses, including the school's self-evaluation, minutes of the governing body meetings, students' books, and 96 questionnaires completed by parents and carers. They also looked at questionnaires completed by students and staff.

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

- The achievement of all groups of students, particularly in English and mathematics.
- Whether the quality of teaching is good enough and the curriculum appropriate enough to raise achievement and promote at least good outcomes for all students, especially higher attainers.
- The effectiveness of actions since the last inspection to develop the sixth-form curriculum to meet the needs of more students and to improve outcomes for all students.
- The effectiveness of leadership and management at all levels in monitoring and evaluating the quality of provision and driving forward strategies to raise attainment and achievement throughout the school.

## Information about the school

Campsmount Technology College is slightly smaller than the average secondary school and has a smaller than average sixth form. It is situated on the north side of Doncaster and serves principally the villages of Campsall, Norton and Askern. Most students are of White British heritage and the proportion from minority-ethnic backgrounds is well below average. The proportion of students known to be eligible for free school meals is slightly below average. The proportion of students with special educational needs and/or disabilities is above average. The school has had specialist status in technology since 2003 and changed status to a foundation trust school in 2008. The school is part of a 16 to 19 partnership with two other secondary schools and with Doncaster College. As a result of a major fire in December 2009 which destroyed many of the school buildings, the school is currently housed in temporary accommodation. The school hosts Little Mounts, a before and after school child care facility, and this provision is subject to a separate inspection.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Campsmount Technology College is a good school, and the care, guidance and support provided for its students are outstanding. The headteacher and governors, ably supported by the senior leadership team, provide a vision for the school which is clearly focused on equipping students with the skills and aspirations to succeed in adult life. As a consequence, students have positive attitudes to school, and they feel safe, cared for and valued. Parents and carers are overwhelmingly supportive of the school. One parent reflected the views of the vast majority when writing, Campsmount epitomises the ultimate nurturing school – it has systems to develop every child's potential in its fullest sense.'

Achievement is good and since the last inspection overall results in national examinations at the end of Key Stage 4 shows that standards of attainment have risen. The proportion of students who gain five or more GCSE grades at A\* to C is improving rapidly. In 2010, the school obtained its best ever results with 93% of students gaining this outcome. The proportion of students gaining five or more GCSE grades at A\* to C, including English and mathematics, has also improved and the school's robust monitoring of progress and attainment indicates that the proportion of students in the current Year 11 expected to gain this outcome will rise again next summer. However, weaker performance in English and mathematics has meant that the proportion of students achieving this result is still below the national average. Students are doing better in English and mathematics and more students are on track to meet their targets. This is because:

- teaching is good
- the curriculum has been adapted so that it increasingly meets students' needs, ambitions and aspirations
- rigorous tracking of students' performance identifies potential underachievement
- effective intervention strategies successfully help students who require support in their learning.

However, there is still room for improvement. For example, some students have weak literacy skills, especially in relation to speaking and listening, and this slows their progress. Students with special educational needs and/or disabilities make good progress in their learning. This is because of the highly effective support and the individualised attention they receive in and out of lessons.

Teaching and learning are good. The best learning occurs in lessons where teachers encourage students to explore and develop their own ideas. In these lessons students made good progress because learning was also challenging and it captured their interest. In the lessons where least progress was made, teaching failed to engage the students sufficiently. Here the challenge was insufficient because it did not match the needs of all

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students. In these least successful lessons, there were also insufficient opportunities for students to discuss and debate what they were learning and so improve their speaking and listening skills. Although the school has robust systems for tracking and evaluating students' performance in their learning, teachers are not yet using this data effectively enough to plan their lessons and to design activities which are tailored to students' individual needs and academic targets. Marking is inconsistent. Books are generally marked, praise is given and advice is provided. However, too often comments lack sufficient guidance and depth to support students in their learning

Behaviour is good in and around school. Students are respectful of and courteous to each other and staff, and say that they enjoy coming to school. This is demonstrated by the improvement in attendance which is now above average and rising. The school provides good support to students who are potentially vulnerable as well as tailoring provision for those students whose behaviour might otherwise exclude them from education and examination success. Outstanding care, guidance and support and effective safeguarding procedures help to ensure that students are safe and well looked after. The school uses its specialist status effectively and works well with a range of partners to improve outcomes for all students. As a result, students make a good contribution to the school and wider community.

Although the progress made by sixth-form students has improved since the last inspection, outcomes for students are overall satisfactory. Students are well supported and cared for. However, they are given insufficient opportunities for independent learning and success rates in some subjects are too variable.

Leadership and management are good. Senior leaders undertake their clear roles and responsibilities effectively and middle leaders are being held to account. School self-evaluation is accurate. It highlights strengths and weaknesses and identifies key priorities for school improvement. The senior leadership team is focused on improving teaching and learning to further raise attainment and achievement. The strength in leadership at all levels has been particularly shown in the way in which the school responded to the devastating fire of December 2009. For the last year the school has been housed in temporary accommodation but, throughout this difficult period, it has maintained its high standards of care, has kept a clear focus on ensuring the safety of its students, and has worked hard to minimise the impact on students' achievement.

The increasingly focused work of senior leaders, together with the intervention programmes to support students most at risk of underachieving, the good learning observed by inspectors in classrooms, and the way in which the potential impact of the fire has been minimised, combine to show that the school has good capacity to improve. The school can feel proud that much has been achieved in recent months. However, it cannot afford to be complacent because there is still much that has yet to be done.

### **What does the school need to do to improve further?**

- Continue to raise standards of attainment in English and mathematics.
- Develop further the quality of teaching and learning by:
  - ensuring that there is appropriate challenge in lessons to meet the needs of all learners

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- ensuring that teachers make more effective use of assessment information so that teaching and learning is more closely aligned to students' individual needs and academic targets
  - ensuring that feedback to students is of a consistently high standard and depth to support students in their learning
  - creating more opportunities in lessons for students to debate and discuss more fully.
- Raise achievement in the sixth form by:
- eliminating underachievement in subjects which have performed less well.

**Outcomes for individuals and groups of pupils****2**

Attainment on entry is improving and younger students now enter the school with levels of attainment which are broadly average. Although attainment overall is average, students make good progress in their learning. However, they are not given sufficient opportunities in lessons to improve their speaking and listening skills. Students work hard in lessons and get on well with their teachers and each other. In the best lessons, they make good progress. In these lessons, there is a high level of student participation, individually, in pairs and in groups. Students exhibit enthusiasm and self-discipline in equal measure when they are given stimulating learning activities which are both challenging and well matched to their needs. However, in lessons which are overly dominated by teacher talk or more mundane tasks, students become too passive and their progress is no better than satisfactory. The proportion of students known to be eligible for free school meals makes similar progress to their peers in lessons and in examinations.

Students feel safe and say that any bullying is effectively and quickly dealt with. The school has worked hard to ensure a calm and supportive atmosphere during a particularly turbulent period, made worse during the inspection by much snow and freezing temperatures. Students are encouraged to adopt a healthy lifestyle, and the opportunities to be involved in sport both within and beyond the curriculum are much appreciated. Students are keen to take responsibility and are proud of their record of fund-raising and their contribution to the local and wider community. They enjoy these activities which develop their self-esteem as well as helping them to understand their growing responsibilities as young citizens. They appreciate the way in which teachers are always willing to give them extra help and support. Students are being well prepared for their future lives beyond the classroom not least because of their positive outlook and their willingness to work hard. It is also because of the good careers advice and growing links with employers which are developing valuable skills and knowledge which will support their economic well-being. The school is fully aware, though, that further action to improve attainment in English and mathematics is a crucial part of preparing students for the world of work.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

<sup>1</sup> 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?

While the quality of teaching was good overall, inspectors observed teaching which was satisfactory and some which was outstanding. Teachers have high expectations and are encouraged to be creative in their practice. There are pockets of excellent teaching, and in one outstanding Year 8 lesson students were continually challenged to analyse the work of Wilfred Owen and to think deeply about the themes explored in his poem, Anthem for Doomed Youth. Teachers have good subject knowledge and teach with enthusiasm and commitment; as a result, students make good progress.

Improvements to the curriculum have had a marked impact on raising achievement. The use of alternative curriculum days and immersion days has provided opportunities for students to study cross-curricular issues in depth. Students speak highly of the activities undertaken on these days because they help to develop their knowledge and understanding as well as offering different and challenging ways for them to learn. The school has extended its provision for vocational courses and students are now able to choose from a good range of different qualifications. One of the particular strengths of the curriculum at Key Stage 4 is that students have a free choice. There is a wide range of well-supported extra-curricular activities.

The school provides an outstanding level of care for students. This is because staff know the students well. On a daily basis students are being effectively supported and guided in a way which is making a significant difference to the lives of the young people who come

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to Campsmount. This is a calm and well-ordered community in which young people can flourish. This culture and ethos contributes significantly to students' good progress, enjoyment and well-being and helps to explain why the school is effective and successful. The school provides a positive place for students to learn: they say they feel valued as individuals, listened to and looked after. There are excellent transition arrangements for students when they enter the school and the support for students with special educational needs and/or disabilities and for those facing specific challenges is highly effective. Systematic use is made by all staff of a wide range of information and this practice plays an important part in explaining the good progress made by students.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The school benefits from the highly-effective leadership of the headteacher who, with his well-focused senior team, has steered the school through a period of considerable turbulence. The success of their work is seen very clearly, for example, in the improvements in attainment and achievement and better attendance. Senior leaders are ambitious as shown in the challenging targets they set for the school. There is a clear awareness of where intervention is needed, effective strategies to support students in their learning are being implemented, and there is an awareness of what needs to be done to take the school forward. In these ways the leadership team has shown that it has the capacity to embed ambition and drive forward improvement.

Governance is good; the governing body takes an active role in the life of the school and uses its wealth of knowledge and experience to support and challenge school leaders at all levels. It has a clear understanding of the issues facing the school and is committed to its future development. Safeguarding arrangements are good and leaders and managers ensure that staff are well informed about child protection policies and procedures. Every care is taken to ensure that the school is safe.

Equality of opportunity is promoted and discrimination tackled so that all students are included in the life of the school. There are good links with external agencies to support vulnerable students and ensure that they achieve as well as their peers. The school's work to promote equality has also been strengthened by improved systems to monitor the progress of all groups of students. The school knows its own and the wider community well and this makes a strong contribution to community cohesion. However, leaders and managers recognise that strategies to promote community cohesion are not fully evaluated and that students are given insufficient opportunities to engage with those from different ethnic, religious and socio-economic backgrounds within the United Kingdom.



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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Sixth form

The sixth form provides a satisfactory quality of education. Students make satisfactory progress but overall their attainment is below the national average. Nevertheless, progress is improving. In the lessons observed, teaching was good. Teachers have good subject knowledge and the best teaching engages students in debate and active practical work which students enjoy. However, student attainment lags behind the teaching because teachers do not always create sufficient opportunities for independent learning, requiring students to apply what they have learnt. In these less effective lessons, there is too much teacher input and students are not challenged sufficiently. The use of assessment is satisfactory with students generally receiving sound guidance on how to improve. Although the school has made some efforts to extend the curriculum, it does not yet contribute effectively to improving levels of attainment. Care and guidance are excellent and students greatly value the support they receive. Students' attendance is good and students make a positive contribution to the school through assisting form tutors in the main school and in helping to organise the alternative curriculum days. Leaders in the sixth form are determined to improve outcomes for students. They evaluate the progress students make in different subjects and tracking systems identify those who are underachieving. However, the monitoring systems in place to support their learning have not yet had a significant impact on raising achievement. In addition, improvements are hampered because there is no comprehensive strategic plan in place by which actions and initiatives can be checked and evaluated. Outcomes are too variable across subjects and, in some, the progress made by students is below expectations.

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*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>3</b>
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

A small proportion, around 12%, of parents and carers responded to the inspection questionnaire. One parent contacted the lead inspector via the inspection provider, and two parents submitted letters along with the questionnaires. The vast majority of parents and carers were very positive in their responses to all questions. They were particularly positive about actions to keep their children safe, the school's systems to inform them of their child's progress, and the effective leadership and management of the school. A small number of parents and carers who responded added written comments. About half of these comments were negative but there were few common themes. Concerns which were raised included poor behaviour in lessons, poor teaching, and the school not meeting students' needs. The inspection team investigated these concerns carefully. The inspection team judged that behaviour was good in lessons and around the school during this inspection, thanks to the quality of provision and procedures that are in place. Inspectors judged teaching and learning to be good, though outstanding teaching was observed as well as some satisfactory teaching. No inadequate teaching was observed. Inspectors consider that the school does meet students' needs. The curriculum is good and students' personal development is excellent. However, there is room for improvement in relation to attainment in the key subjects of English and mathematics. Positive written comments, including both letters sent to the inspection team, were focused on praising the school for the way in which it had responded to the fire. Parents are extremely grateful for the way in which the school maintained lessons and learning in adverse conditions and ensured at all times the safety of their children.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Campsmount Technology College 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 96 completed questionnaires by the end of the on-site inspection. In total, there are 761 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	35	56	59	5	5	1	1
The school keeps my child safe	41	43	52	55	1	1	0	0
My school informs me about my child's progress	41	43	50	53	2	2	0	0
My child is making enough progress at this school	39	41	50	53	5	5	0	0
The teaching is good at this school	38	40	51	54	3	3	1	1
The school helps me to support my child's learning	32	34	57	60	4	4	1	1
The school helps my child to have a healthy lifestyle	30	32	56	59	6	6	2	2
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)	38	40	51	54	3	3	0	0
The school meets my child's particular needs	36	38	52	55	5	5	1	1
The school deals effectively with unacceptable behaviour	36	38	51	54	6	6	0	0
The school takes account of my suggestions and concerns	27	28	57	60	6	6	1	1
The school is led and managed effectively	47	49	46	48	2	2	0	0
Overall, I am happy with my child's experience at this school	47	49	43	45	4	4	0	0

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



13 December 2010

Dear Students

**Inspection of Campsmount Technology College, Doncaster DN6 9AS**

On behalf of the inspection team, I would like to thank you for making us feel so welcome. We greatly appreciated the time you spent talking to us and we found your comments very helpful. As well as coming into lessons and looking at your work, we read the questionnaires completed by you and your parents or carers.

We came to your school to find out what was going well and what could be improved. We found that:

- you attend a good school
- you enjoy coming to school
- the care, guidance and support you receive is outstanding
- you make good progress in your lessons, though some of you could make better progress and gain better results
- you receive good teaching in lessons
- your school is well led by the headteacher and by all those who make decisions.

You can do even better; so we have asked the headteacher, the governors and your teachers to continue the work they are doing to help you achieve as well as you can and gain better results in examinations, and especially in English and mathematics. We have also asked them to focus on further developing teaching so that you are given challenging activities which engage you more actively in your learning and more opportunities to debate, discuss and explain your ideas. We have also asked that your teachers use the assessment information they have about each of you to guide them more closely in planning the lessons and the work they give you and that they consistently provide you with high-quality feedback on your work so that you always know exactly what you need to do to improve in each subject.

We also inspected the sixth form and judged that it provides a satisfactory standard of education. However, we believe that those of you who are in the sixth form can do better as well. As a result we have asked that you be helped to achieve as well as you can in all subjects and be given more opportunities to work independently so that you become more skilled at applying what you have learnt.

The headteacher and senior leaders are determined to improve your school and all the teachers are working hard on your behalf. However, you all have your part to play by continuing to come to school regularly and working to the best of your ability.

We wish you all every success in the future.

Yours sincerely

Michael Maddison

Her Majesty's Inspector

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