

# Woodeaton Manor School

## Inspection report

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<b>Unique Reference Number</b>	123329
<b>Local Authority</b>	Oxfordshire
<b>Inspection number</b>	359410
<b>Inspection dates</b>	12–13 January 2011
<b>Reporting inspector</b>	Sarah Mascall

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

The inspection of social care was carried out under the Care Standards Act 2000.

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<b>Type of school</b>	Special
<b>School category</b>	Foundation special
<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>	52
Of which, number on roll in the sixth form	7
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Peter Hare
<b>Headteacher</b>	Anne Pearce
<b>Date of previous school inspection</b>	22 January 2008
<b>School address</b>	Woodeaton Oxfordshire OX3 9TS
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<b>Age group</b>	11–18
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**Boarding provision**

**Social care Unique Reference Number**

**Social care inspector**

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## Introduction

This was a joint inspection including a social care inspection of the school's boarding provision. There were two additional inspectors and one social care inspector. The additional inspectors visited 12 lessons and observed 11 teachers. Meetings were held with governors, staff and students. Students' work, information on their progress, safeguarding policies and other documents were evaluated. Questionnaires from 30 parents and carers, 29 staff, 43 students and 12 boarders were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The effectiveness of the school's actions to improve English.
- How effectively teachers ensure that students know what they are doing and understand what they have to do to improve.
- Whether the curriculum is meeting the needs of all students.
- The effectiveness of the sixth form in enabling students to make progress in their learning.
- How well the school has contributed to community cohesion through its links nationally and globally.

## Information about the school

All students have statements of special educational needs for behaviour, social and emotional difficulties. The school specialises in supporting those students with emotional and social difficulties rather than those with specific behaviour difficulties. Many of the students have mental health issues which manifest in extreme emotional and social behaviours. Nearly all have additional special needs, including over half with autism. A number have specific learning difficulties, including dyslexia, and over 40 per cent have speech and language difficulties. A very small number of pupils are in the care of the local authority. Most students are from White British backgrounds.

**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?**

**1**

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

**1**

## Main findings

Woodeaton Manor is an outstanding school. The excellent curriculum and outstanding systems for care, guidance and support ensure that students make excellent progress in their personal development. The exceptionally good links with outside agencies and with students' parents and carers contribute greatly in supporting students' health and well-being. As a result of all these elements, students learn to manage their emotional and social difficulties very well and are well prepared for life when they leave school. Staff have an excellent understanding of working with the students' range of special needs and ensure that students make good progress and achieve well. The sixth form is developing at a good rate and provision for these students is effective in enabling them to achieve well. Boarding provision is outstanding, although some aspects relating to the use of target setting as part of National Minimum Standards are not fully met.

Excellent leadership by the headteacher, well supported by her senior team and governors, has ensured that the school is continually moving forward. Staff are not prepared to accept second best for the students and are always looking at ways to improve all aspects of the school. These factors, together with the commitment of staff to ensure all students make the best possible progress in their education, contribute to the school's excellent capacity for sustained improvement.

Students are overwhelming in their support of the school and talk very positively about the impact it has had on their lives. They value the fact that they feel safe and that there is always someone they can speak to who understands them. They are very positive about how they are able to make decisions for themselves and the way they are trusted. Students' behaviour is excellent and everyone shows respect and considerable thoughtfulness for each other. There is a real sense of community within the school. The whole-school meetings (circle time) each day and the many other opportunities to express their thoughts are greatly valued.

The curriculum is totally focused on the needs of each student. The range of opportunities for them to gain accreditation from Year 9, to experience the world of work and develop their personal and social skills is very good. Teaching has many strengths and assessment is used well to identify students who need extra support. Occasionally, however, teachers do not use their good knowledge of students to ensure that, in lessons, all are challenged by the work set to make the best possible progress.

The school, through regular meetings with staff, monitors students' achievements effectively and ensures that staff are well informed about the progress of students, both academically and pastorally. Information concerning students' academic progress is collated and shared but is not always presented regularly to governors in a format that makes it easily accessible to all. This results in governors who are supportive but are not always in a position to challenge the school effectively.

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

- Ensure that all teachers make full use of the information they have on students' progress to ensure work in lessons is more closely matched to students' range of abilities.
- Ensure that governors receive more succinct and clearer information about students' progress so that they are better able to challenge the school to improve even further.
- The school must ensure that it meets the one aspect of the National Minimum Standards for boarding which has not been fully met.

## Outcomes for individuals and groups of pupils

**1**

The attainment of students is well below that expected nationally because of their special educational needs. Despite this, many leave with accreditation in GCSEs, entry level and ALAN (adult literacy and numeracy). For many students, this reflects good, and in some cases, outstanding progress. Achievement in information and communication technology (ICT) has improved considerably since 2009 and students make excellent progress in this subject. They all comment on how much they enjoy their ICT lessons and one said, 'I love these lessons because they are always fun.' This was very apparent in a Year 10 ICT lesson. Students were confident to explain technical language such as 'buffer' and 'animation' and were able to discuss how a specific website could be improved. Achievements in mathematics are good. The school identified that progress in English last year was not as good as it should be and has taken effective action that is beginning to improve students' achievements. Data gathered by the school shows that all groups, including those in the care of the local authority, achieve equally well.

Students have high aspirations for their future and this is a reflection of the confidence they have gained in their own abilities. They are rightly proud of their successes and talk very positively about how well they are doing. They appreciate the support they get and clearly enjoy all the different activities they can be involved in. They are very aware of the importance of keeping fit. In a physical education lesson, Years 7 and 8 participated with great enthusiasm in circuit training and were keen to measure their heart and pulse rates. Students have an excellent awareness of healthy foods, taking full advantage of the good quality food at breakfast and lunch times. They clearly enjoy school and, for the vast majority, attendance is above average. For a small number of students, however, who are new to the school, attendance is variable and overall attendance, as a result, is average.

Students show considerable respect for each other and staff. They listen extremely well, such as in circle time when the whole school gathers to talk about any issues that may have arisen during the day. They comment on how safe they feel in school and know their views are valued. Students play a very important part in the school community and have successfully influenced change on a number of occasions. There are very good links with the local community and a lot of money is raised for charities. Through residential trips abroad, students have an understanding of life in different cultures and the school is developing further ways of developing students' awareness of life in a multicultural society.

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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>	
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>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</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:	3
Pupils' attendance <sup>1</sup>	
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</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

\* In some special schools inspectors do not make a judgement about attainment in relation to expectations of the pupils' age.

## How effective is the provision?

High quality planning and clear expectations enable students to make good progress in lessons. Teachers ensure that students know what they will be learning and at the end of lessons there are often good sessions to check on what students have learnt. Teachers use their subject knowledge very well to provide a good range of activities and make good use of technology. For example, in a Year 10 English lesson, the interactive whiteboard was used very well to enable students to play 'To be a millionaire' to revise work from 'Of Mice and Men'. The marking of work is good and teachers almost always make sure students know what level they are working at and what they need to do to improve. Whilst teachers are clear about the progress students are making, not all consistently ensure that the work set in lessons is well matched to the range of ability in each class. When this happens, all students do the same tasks and, as a result, not all are challenged sufficiently by the work.

The excellent curriculum provides many opportunities for high quality learning and is particularly strong in supporting students' personal development. It is very much customised to the needs of each individual and because of this, many students start working towards accredited exams in Year 9. The curriculum at Key Stage 4 is well adapted to meet the changing needs of students as they get older. There are very good

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links with local schools that benefit students both in school and in the wider community. Cross-curricular links are well developed. For example, in the Year 7/8 PE lessons, students had to work out their heart rates using multiplication and were then, in the following mathematics lesson, plotting their findings on graphs. All staff know students very well. The very close work between staff and the wide range of agencies involved with students ensures that they are very well cared for. As a result, partnerships to support students are outstanding. The excellent links with parents and carers do much to support students and their families and ensure that students are effectively supported in their learning.

*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	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher provides clear determined leadership and this has ensured that a good pace of improvements has been maintained and any areas of concern are addressed quickly. Parents and carers in particular comment on the excellent quality of her leadership and the support she provides. Monitoring of all aspects of provision is effective. This is evident in the very robust systems for checking that teaching remains at a high standard. Subject leaders are clear about their roles and responsibilities and manage their subjects well. They are becoming more involved in monitoring data regarding students' progress and the regular meetings each week ensure that there is no discrimination and students' equality of opportunity is assured.

Governors are very vigilant about safeguarding arrangements and at the time of the inspection these were exemplary. They are very supportive of the school and well informed through meetings and regular visits. They receive annual updates on students' progress but this is not easily accessible and does not provide sufficient information about how well students are doing. As a result, governors, although providing challenge about many aspects of provision, do not have a clear enough understanding of students' progress in order to challenge leaders effectively about improving standards. Links with the community are very good in many respects and the school has good plans to develop community cohesion further through closer links globally and nationally, which are already having positive effects.



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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>1</b>
Taking into account: The leadership and management of teaching and learning	1
<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>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Sixth form

The sixth form has only been established for the last two years and is still in the process of being developed. The good curriculum is flexible and constantly being adapted to meet the needs of students. As a result, students make good progress and achieve well. They retake their GCSEs to improve their grades and extend the range of accreditation they achieve. Specific attention is paid to gaining qualifications in life skills and all students study the Certificate of Personal Effectiveness (CoPE) course. Teaching and learning are good. Strong relationships and good planning enable students to be confident to express their ideas and challenge each other, such as when working in groups and pairs. For example in an excellent CoPE lesson, students worked well together to evaluate each other's presentations of their curriculum vitae. Many younger students aspire to stay on to the sixth form and are clear about its purpose. The school is in the process of setting out a mission statement and aims for provision now that it is better established. Sixth formers carry out their responsibilities very well and are mature, sensible young adults. Leadership and management is good and focused well on developing students' opportunities, such as attending college, even further.

*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>2</b>
Taking into account: Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2

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## Boarding provision

The quality of the boarding provision is outstanding. The school's overall management structure and the strong sense of community within the school contribute effectively to the protection and promotion of the students' welfare.

The health needs of boarders are clearly identified and met. There are robust systems in place for the storage and administration of medication. Staff receive training in first aid, safe handling of medication and routine medical interventions. This ensures that the students have access to a suitably qualified person at all times. The school actively promotes and encourages healthy living. Students participate in a range of physical activities. Students have a very good understanding of healthy eating. Menus are well balanced, nutritious and meet individual dietary needs. Staff are very sensitive to the needs of students with autistic traits who have particular issues about their diet.

Care staff demonstrate a good understanding of their roles and responsibilities in dealing with actual or potential incidents of abuse. Boarders state that they feel safe in the school. Established policies and practices within the school contribute very well to the safeguarding of the boarders and ensure that they live in a safe, secure and caring environment. Security is a priority and measures taken protect the students from having contact with unchecked adults. The school's vetting and recruitment procedures are robust, thorough and consistently applied. These help to ensure that the pupils are not cared for by staff that may cause them harm.

Students are aware of what levels of privacy they can expect and confirm that staff always keep to these. They say they are confident in being able to take issues directly to the staff and that these are listened to and acted upon. The school is very proactive in raising the pupils' awareness of bullying. Students state that bullying is not an issue in boarding and that any incidents are challenged and addressed by staff. The management of behaviour within the boarding provision is highly effective. Boarders have a very good understanding of the standard of behaviour that is expected from them and make an effort to sustain this. There is minimal use of any measures of control. The school takes very positive steps to keep the students, staff and visitors safe from fire and other hazards. Well-established systems are in place for the regular checking and maintenance of fire safety equipment and for carrying out risk assessments.

The students receive excellent individual support when they need it. Students are aware of the services that the school provides and are encouraged to take personal responsibility in accessing these. The school places great value on seeking the views and opinions of the students. They are routinely consulted about the day-to-day running of the school, and key decisions that affect their daily life and future. No young person is assumed to be unable to communicate his or her views. Boarders and staff at the school enjoy mutually respectful relationships. Interactions are very good and appropriate boundaries are maintained. Boarders describe the staff as being 'trustful' and 'caring'.

There is good provision for ensuring that boarders are able to maintain appropriate contact with parents and carers. A payphone is easily accessible and the school has a realistic attitude towards the boarders owning and using mobile phones. Boarders understand why they are boarding and feel that they benefit from the residential experience. Individual placement plans identify the assessed needs of the boarders. However, target setting is not consistent and does not always relate to, or fully address, the assessed needs.

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Boarding accommodation is of a good standard. A previous recommendation regarding the state of repair for furniture in the boarding accommodation has been addressed. The accommodation and facilities provide appropriate levels of privacy and are well suited for the needs of the boarders. Boarders take a pride and interest in their accommodation and are actively involved in redecoration and refurbishment programmes. There are no signs of wilful or malicious damage.

Staffing levels are sufficient and are arranged to provide high levels of consistency and continuity and the delivery of high standards of care. Staff are well supported through regular supervision and access to a comprehensive range of mandatory and service specific training. Communication between the staff in the school is good and effectively contributes to the welfare of the pupils. There is good provision for the effective monitoring of the welfare of boarders. This includes internal monitoring by the headteacher and by regular visits by members of the governing body.

The promotion of equality and diversity is outstanding. Equality and diversity underpin the ethos and values of the school. All of the students are valued as individuals and all are given the same opportunities. The young people are made aware of differences between them and learn to tolerate and respect these.

**National Minimum Standards (NMS) to be met to improve social care**

- Review care planning to ensure that targets are consistently set to meet assessed needs ( NMS. 17)

*These are the grades for the boarding provision*

<b>The effectiveness of the boarding provision</b>	<b>1</b>
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**Views of parents and carers**

Parents and carers are overwhelmingly in support of the school. Many wrote very positive comments, which can be summarised best by one parent: 'The school is brilliant. It is more like a family. They do everything to support every child and also their families. We have a brilliant headteacher and the staff are top quality. Since my child joined the school in Year 7, he has become a different person. He is less aggressive, much more confident and talkative and gets on well with adults.'

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

Ofsted invited all the registered parents and carers of pupils registered at Woodeaton Manor 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 30 completed questionnaires by the end of the on-site inspection. In total, there are 52 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	70	8	27	1	3	0	0
The school keeps my child safe	27	90	3	10	0	0	0	0
My school informs me about my child's progress	29	97	1	3	0	0	0	0
My child is making enough progress at this school	21	70	7	23	1	3	0	0
The teaching is good at this school	25	83	4	13	0	0	0	0
The school helps me to support my child's learning	22	73	8	17	0	0	0	0
The school helps my child to have a healthy lifestyle	22	73	7	23	1	3	0	0
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)	23	77	6	20	0	0	0	0
The school meets my child's particular needs	27	90	3	10	0	0	0	0
The school deals effectively with unacceptable behaviour	26	87	4	13	0	0	0	0
The school takes account of my suggestions and concerns	22	73	7	23	0	0	0	0
The school is led and managed effectively	27	90	3	10	0	0	0	0
Overall, I am happy with my child's experience at this school	27	90	3	10	0	0	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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.**



14 January 2011

Dear Students

**Inspection of Woodeaton Manor School, Oxford OX3 9TS**

Thank you so much for being so friendly and helpful when we came to visit your school recently. We very much enjoyed meeting you all and a special thank you to those of you who went to the meeting to talk to Debby.

Many of you told us that you thought your school was outstanding and we agree with you. We know that you work very hard in lessons and because of this you do well in your learning. It was good to see how happy you are in school and that you feel safe. The school is very good at making sure you are well cared for. We were very impressed at how much you know about keeping healthy and enjoy the meals you have at school. Your teachers know you well and help you learn a lot of things.

The school is very well led by the headteacher and all the staff work very hard to make sure you do well. Because the school wants to be even better, we have asked them to make sure that governors have more information about how well you are doing so that they can ask the staff about how they are making things even better for you. We have also asked the teachers to make sure that the work they set in lessons is more closely matched to your different abilities so that it is more challenging for you.

We wish you well for the future and hope you continue with all your hard work in the community.

Yours sincerely

Sarah Mascall

Lead inspector

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