

# Dronfield Henry Fanshawe School

## Inspection report

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<b>Unique Reference Number</b>	112969
<b>Local Authority</b>	Derbyshire
<b>Inspection number</b>	357240
<b>Inspection dates</b>	22–23 June 2011
<b>Reporting inspector</b>	John Peckham 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>	Comprehensive
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	11–19
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	1820
Of which, number on roll in the sixth form	330
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Martin Brader
<b>Headteacher</b>	Teresa Roche
<b>Date of previous school inspection</b>	17 March 2008
<b>School address</b>	Green Lane Dronfield S18 2FZ
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and five additional inspectors. They observed 41 lessons taught by 39 teachers, and looked at the daily working of the school including tutor time, break, lunchtime and assembly. The school's policies and procedures were examined, as was the quality of teachers' planning, marking and record keeping. The questionnaire responses from 668 parents and carers, 150 students and 116 staff were also taken into account.

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

- The progress that students currently in the school are making in relation to their starting points.
- Whether previous underachievement by some boys has been effectively addressed.
- The extent to which leadership and management at all levels has improved since the last inspection.
- The quality of teaching and learning and the extent to which students of all abilities have appropriate ways of making progress.
- The quality of the academic and vocational guidance available to students as they progress through the school, especially as they move on to further and higher education.

## Information about the school

Dronfield Henry Fanshawe school is much larger than the average secondary school. The proportion of students known to be eligible for free school meals is much lower than average, as are the percentage of students from minority ethnic groups and those whose first language is other than English. The percentage of students with a statement of special educational needs is broadly average, while the overall percentage of students with special educational needs and/or disabilities is much lower than average. The school is a specialist Technology College and holds the Investors in People Award, Derbyshire anti-bullying award, International School Award, Artsmark Silver, the National Healthy Schools Award, Sportsmark, Careermark and SSAT High Attaining School Award.

**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

This is a high attaining school where students' results are consistently well above the national averages and most are well motivated to learn and achieve. It is also now a learning community where, after a long period of complacency and some underachievement, the outcomes for students are beginning to improve rapidly. This is due to the concerted and determined actions of the headteacher, supported by a very able senior team. Together, they have made exceptionally accurate assessments of the school's strengths and weaknesses, and developed effective strategies for improvement. Significant improvements have been made to the quality of teaching and learning; most of it is good and there is now a consistent approach to lesson planning across the school. The school has used its technology specialism to help promote the use of information and communication technology (ICT) across the school. There is still, however, significant variation in the quality of teaching experienced by some students. Where teaching is less than good, students quickly lose patience and both behaviour and progress deteriorate. The monitoring of students' learning is rigorous and accurate. Students and their parents and carers are kept well informed and the school has developed highly effective systems to support students whose progress dips below that expected. As a result, most students now make good progress and the school's estimates for GCSE outcomes in 2011 show considerable improvement from the previous year.

In the sixth form, results at A and AS level have also improved and are projected to do so further in 2011. Improvement overall in the sixth form, however, has been less rapid than for the main school. Students make satisfactory progress and many make a good contribution to the life and work of the school. The sixth form has the potential, as yet unfulfilled by the leadership, to have a much stronger impact on the whole school and provide a richer and more memorable experience for those who choose to stay on.

Students feel very safe in school and are confident that they can find someone to support them in the rare cases of bullying or if they need extra help in their learning. There are good systems to support students experiencing difficulties. Most students enjoy school and their attendance is excellent. The elaborate school council structure involves a wide range of students in the school's decision-making process. The impact of this and many other areas of school improvement, however, have not been sufficiently well communicated to other students, parents and carers or the wider community.

In the headteacher's own words, this school had been 'satisfactory' for too long. She and her senior team have taken a principled and fundamental approach to improvement, which while not necessarily as quick as some other possible solutions, is set to produce more substantial and longer-lasting reform. The governing body is now very well informed and can accurately hold the school to account for outcomes. Middle leadership has been made far more accountable and there is now a culture across the school which is focused

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very clearly upon raising attainment and enhancing the progress that students make. These developments, together with the significant improvements made across a range of areas since the last inspection, demonstrate very clearly that the school now has a good capacity to improve further.

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

- Continue to improve the quality and consistency of teaching through:
  - setting more precise learning objectives, linked to attainment levels, which enable all students to make progress in every lesson
  - ensuring that teachers plan to include a range of different learning strategies in each lesson to suit the learning styles and abilities of all students
  - checking the understanding and progress of students in lessons more consistently and regularly in order to shape future learning.
- Sustain the pace of improvement across the school in such a way that improvements become thoroughly embedded and self-sustaining. In particular, ensure that:
  - all teachers fully understand their responsibilities in promoting the progress and welfare of all students
  - students are better informed about improvements in the school so that they can share a growing sense of pride and team spirit
  - parents, carers and the wider community receive better quality communication.
- Improve the leadership and management of the sixth form so that:
  - there is greater consistency of approach to pastoral care and learning from all staff working with sixth form students
  - sixth form students can assume a more significant position as role models and an inspiration for younger students.

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

**2**

There is a positive climate for learning in the school. In most of the lessons observed by inspectors, behaviour was good as were the relationships between students and teachers. Students' willingness to cooperate with learning means that, where the teaching is effective, they make good progress. Students have a good understanding of how well they are doing in their lessons and are all set clear, ambitious targets. When presented with demanding material, such as in a Year 8 history lesson about the dropping of the atomic bomb on Hiroshima, students quickly rose to the challenge. They engaged in animated discussion, drew ideas and information from a variety of resources, and tackled the moral and emotional issues raised with maturity. In a number of lessons, students are able to assess their own work and that of others in ways that help them to build understanding and tackle misconceptions. Many students speak very positively about their experiences in English, where they describe learning that is active and fun. Most students, however, can describe some lessons where the behaviour is less good and the learning less exciting. This is usually where there are not a sufficient variety of practical learning activities to ensure all students can learn effectively. Some students express frustration at either

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finding it difficult to keep up or in some cases at learning being insufficiently challenging. This variation in the quality of learning prevents achievement being outstanding.

There is good support for students with special educational needs and/or disabilities and overall they make good progress. Teaching assistants are deployed well and creative programmes have been devised to meet the needs of particular individuals. There has been underachievement amongst some groups of boys in recent years. The school identified this issue and has taken a range of actions which have addressed this and are rapidly closing the gap between the attainment of boys and girls.

Most students have healthy lifestyles. They participate well in the very extensive range of sporting activities and many choose the healthy options available in the dining areas. There are good programmes in technology and physical education that promote healthy eating and exercise, and the school has used 'drop down' curriculum days to provide additional learning around sex and relationships education. However, a large proportion of students, together with a significant number of parents and carers, believe that the school could do more to help students be healthy. Some elements of personal, social and health education, now included in the 'Reflections' programme are not necessarily timed most effectively to suit the developing needs of young people or their widely differing social and emotional development. The extent to which students are able to build the skills that will help their future career and economic well-being are good. There is an effective programme for all students leading to BTEC qualifications in work skills. Although there are good links with charities, local churches and other organisations and schools in other countries, not all students benefit from these experiences or undertake activities such as guided reflection that would build their spiritual and cultural development.

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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>	1
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>	1
<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?

The majority of teaching observed by inspectors was good or outstanding. Most teachers have good subject knowledge and use this to challenge students and encourage the use of correct technical vocabulary. There is increasing use of group and pair work and more active approaches; the best lessons incorporate a wide variety of strategies. Planning allows for differing abilities, and learning objectives are often explained in ways that allow a range of outcomes. They are not, however, always linked to attainment goals, such as National Curriculum levels or GCSE grades, to give all students the scope for appropriate challenge and progress. Formal assessment systems are very robust and accurate; students, teachers and their parents and carers have a clear idea of targets and current progress. Informal systems to check that all students understand a lesson as it progresses are much less well used. There is some excellent use of the school's virtual learning environment to provide feedback to students on their work, and the use of marking techniques in some subjects, such as 'two stars and a wish', help students know how to improve. This good practice is used too infrequently.

Major changes have been introduced in the curriculum which now has innovative provision, for example in the linking of citizenship with drama and the BTEC work skills programme. It has also been structured to be very flexible and there are some excellent examples of highly-tailored programmes to meet the needs of particular students. There are good opportunities for students to participate in the wide range of extra-curricular

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activities, such as music, sport and Young Enterprise. The group of students who have benefited most from the curriculum innovations are currently in Year 9, so the impact of these changes is yet to be fully assessed.

There are some excellent systems in the school to support transition from primary school and through key stages, such as into Year 10 or the sixth form. Academic and vocational guidance are at their best when supporting those who might find these stages difficult, but the universal provision for all students is less comprehensive. The specialist support from Student Services, progress leaders and others for students experiencing particular difficulties, is excellent. There are some striking examples where barriers to the learning of some students have been effectively removed by their actions. However, this is not always systematically or thoughtfully supported by individual tutors, teachers and subject faculties for students who do not express particular difficulties.

*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>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Leaders and managers have established a rigorous process of evaluating the work of the school, which effectively challenges leadership at all levels. Middle managers' skills in raising the quality of teaching and learning and tackling poor performance have improved substantially. This process, while setting clear and ambitious standards for improvement, also provides a supportive and professional dialogue for all those involved. Systems for monitoring student progress are excellent, enabling underachievement to be quickly identified and support to be accurately targeted. The governing body takes its responsibilities very seriously and has a good range of skills, enabling members to hold the school leadership firmly to account.

The headteacher and senior team have been focused unwaveringly on making important improvements to the school, particularly in outcomes at Key Stage 4. Staff at all levels in the school now understand the importance of further raising attainment and many share the headteacher's ambition and drive for improvement. The school is aware that communication with students, parents and carers, and the community, may have suffered because of this single-minded focus. It makes systematic efforts to sustain good relationships with parents and carers, including through the student planner, through curriculum evenings and the well-developed virtual learning environment. Tailored support for some groups of parents and carers, have also improved attendance and the behaviour of some students. The school has used its specialist status to build excellent links with the local primary schools, by providing specialist training for primary teachers and specialist teaching, for example through the racing car project.



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Leaders and managers take the safeguarding of students very seriously and policies and procedures are good. Effective action to address the underachievement of some boys and sustain good progress for students with special educational needs and/or disabilities provides evidence of a commitment to promote equality and tackle discrimination. The school's focus on community cohesion has been largely on its internal and local context. There are relatively few opportunities for all students to build awareness of the broader ethnic, religious and cultural dimensions in the wider locality and internationally.

*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

Most students enter the sixth form with GCSE grades above the average for most sixth forms and they make satisfactory progress. Attendance is good and the proportion of students who fail to complete at least two years in the sixth form is much lower than in other schools. The vast majority of students make a satisfactory transfer from the sixth form to employment, further or higher education. Some are able to make a positive contribution to the school as peer mentors, sports leaders or through the Duke of Edinburgh Award scheme.

The curriculum has been consciously structured to suit those students who choose a traditional academic programme and a number of less successful courses have been discontinued. Students currently in the sixth form did not benefit from the recent improvements at Key Stage 4. Consequently their expectations and aspirations are lower than will be the case for students transferring in future years. The present curriculum does not readily offer the combination of academic subjects with more practical programmes which will meet their needs. Participation in extra-curricular activity by post-16 students is less extensive than is often the case in a sixth form of this size.

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There is some excellent teaching but, as for the main school, significant variation. Teachers and tutors currently operate with a high degree of individuality and the tutorial programme lacks a common entitlement for all. Teaching in the sixth form, particularly in relation to the development of independent study and thinking skills, lacks the coordinated approach across subjects and teachers required to give it greater impact.

Leadership arrangements in the sixth form are currently in transition. While senior leaders have very effectively communicated ambition and drive and addressed many structural issues, there has been insufficient focus on building a strong identity and corporate ethos for the sixth form. As a result, the impact that the sixth form has on the overall life of the school and in generating an exciting and memorable learning experience for students is limited.

*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 very high proportion of parents and carers returned questionnaires. In addition to the broadly positive views expressed in the table below, there were a number of extended comments, which broadly fell into four groups.

Some were concerned about poor behaviour affecting their children's learning. The inspection confirmed that this was an issue for some, although nearly 90% of the lessons observed by inspectors had good or outstanding behaviour. Students confirmed that poor behaviour was most frequently associated with teaching which was insufficiently challenging or boring, and this is reflected in the areas for improvement identified for the school.

A second concern was around healthy eating and the availability of unhealthy food and drinks either on or close to the school site. This was discussed with the school and checked by inspectors. All food sold on the school site meets the government's standards for healthy content, even if it is packaged to look like that available in the local supermarket. The cashless system gives parents and carers a good degree of control over their children's eating choices.

Some parents and carers felt that there was insufficient support for their children who found aspects of learning difficult. Inspectors believe that this relates to insufficient planning to allow for individual needs and this is addressed in the areas for improvement.

The final concern was that the views of parents, carers and students regarding changes to uniform and the introduction of vertical tutor groups had been ignored by the school. Inspectors looked carefully at this and spoke with managers and governors. There is good evidence that views were very much taken into account in the deliberations of the

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governing body. In fact, the majority of parents and carers who responded to the school's consultation were in favour of the change to the uniform. Inspectors do believe, however, that the school has not effectively communicated the care that was taken in these deliberations or the strong contribution to improvement that developments like these have made in other schools. This, too, is addressed in the areas for improvement.

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

Ofsted invited all the registered parents and carers of pupils registered at Dronfield Henry Fanshawe 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 668 completed questionnaires by the end of the on-site inspection. In total, there are 1827 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	186	28	414	62	53	8	8	1
The school keeps my child safe	238	36	413	62	6	1	4	1
My school informs me about my child's progress	244	37	359	54	54	8	5	1
My child is making enough progress at this school	202	30	403	60	52	8	4	1
The teaching is good at this school	154	23	456	69	39	6	7	1
The school helps me to support my child's learning	139	21	424	63	88	13	8	1
The school helps my child to have a healthy lifestyle	99	15	429	64	121	18	4	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)	169	25	411	62	53	8	5	1
The school meets my child's particular needs	155	23	434	65	55	8	7	1
The school deals effectively with unacceptable behaviour	193	29	360	54	64	10	20	3
The school takes account of my suggestions and concerns	104	16	399	60	88	13	31	5
The school is led and managed effectively	223	33	383	57	32	5	12	2
Overall, I am happy with my child's experience at this school	239	36	373	55	41	6	11	2

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.**



24 June 2011

Dear Students

**Inspection of Dronfield Henry Fanshawe School, Dronfield, S18 2FZ**

Thank you for the welcome you gave to the inspection team when we visited your school recently. We are particularly grateful to those of you who gave up your time to speak to us and to those of you who completed the questionnaire.

Yours is a good school where the achievement of students is improving strongly. Your headteacher and the senior team have made great progress in improving the school after a long period where results have been less good than they should have been. Teaching is improving and most lessons are now good or better, although many of you can still describe lessons where this is not the case. It is in these lessons that behaviour is most likely to create a problem. You have good opportunities provided in school through an imaginative curriculum and because of the wide range of extra-curricular opportunities available. Most of you enjoy school, you feel safe and well-supported, and your attendance is excellent. We felt, however, that many of you do not yet appreciate how improved the school is and, as a result, do not share enough pride in belonging to it.

Many of you are concerned about changes for next year, particularly to uniform and to vertical tutor groups. We discussed these with school leaders and are confident that these changes have been well thought through and are likely to help the school improve further. Sixth form students have spent the longest in a 'satisfactory' school environment, and we do not believe that the improvements in the main school have yet had a full impact for them.

To help the school improve further, we have asked leaders to focus on the following priorities:

- continue to improve the quality of teaching
- maintain the pace of change and improvement
- improve the leadership and management of the sixth form.

It is important that all of you help the school's effort, particularly by working with your teachers as they set higher standards. I wish you every success in the future.

Yours sincerely

John Peckham

Her Majesty's Inspector

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