

# The Edith Borthwick School

## Inspection report

---

|                                |                      |
|--------------------------------|----------------------|
| <b>Unique Reference Number</b> | 115464               |
| <b>Local Authority</b>         | Essex                |
| <b>Inspection number</b>       | 379078               |
| <b>Inspection dates</b>        | 20–21 September 2011 |
| <b>Reporting inspector</b>     | Alan Lemon           |

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

---

|  |                                     |
|--|-------------------------------------|
| <b>Type of school</b>                      | Special                             |
| <b>School category</b>                     | Community special                   |
| <b>Age range of pupils</b>                 | 3–19                                |
| <b>Gender of pupils</b>                    | Mixed                               |
| Gender of pupils in the sixth form         | Mixed                               |
| <b>Number of pupils on the school roll</b> | 161                                 |
| Of which, number on roll in the sixth form | 33                                  |
| <b>Appropriate authority</b>               | The governing body                  |
| <b>Chair</b>                               | Linda Mead                          |
| <b>Headteacher</b>                         | Ian Boatman                         |
| <b>Date of previous school inspection</b>  | 2 October 2008                      |
| <b>School address</b>                      | Fennes Road<br>Braintree<br>CM7 5LA |
| <b>Telephone number</b>                    | 01376 529300                        |
| <b>Fax number</b>                          | 01376 529316                        |
| <b>Email address</b>                       | admin@edithborthwick.essex.sch.uk   |

---

|                           |                      |
|---------------------------|----------------------|
| <b>Age group</b>          | 3–19                 |
| <b>Inspection date(s)</b> | 20–21 September 2011 |
| <b>Inspection number</b>  | 379078               |

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

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

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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

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

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011



## Introduction

This inspection was carried out by three additional inspectors. Twenty lessons were observed involving thirteen teachers. Meetings were held with pupils, governors and staff. Inspectors observed the school's work, and looked at documents relating to pupils' progress, safeguarding and evaluation of the school's work. Seventy-nine parents' and carers' questionnaires were scrutinised as well as questionnaires completed by staff and pupils.

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

- Is the outstanding progress of pupils, as evaluated by the school, supported convincingly by evidence over time of gains made by pupils in knowledge, skills and understanding?
- To what extent is leaders' monitoring of teaching contributing to improving pupils' learning and progress?

## Information about the school

Edith Borthwick is a large all-age special school. Its pupils have a range of special educational needs and/or disabilities giving rise to severe and complex learning difficulties. All but a few in the Early Years Foundation Stage have a statement of special educational needs. Approximately a half of statements are for an autism spectrum disorder.

The school is federated with Southview School, Witham to the extent of a single governing body and some shared provision. However, the schools were not inspected at the same time. The aim of federation was to amalgamate both schools by building a new school. This was halted by the funding required no longer being available. The schools have some joint post-16 provision and exchange teachers. Since the last inspection, the school has built an extension providing new accommodation for children in the Early Years Foundation Stage.

Among its awards, the school has Healthy School status, Active Mark and a national award for information and communication technology.

**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

Edith Borthwick is a good school with a clear mission and effective organisation well-aimed at meeting the needs of its pupils. Parents and carers have very positive views about the school's work, its leadership and the benefits for their children. They are engaged and supported to an outstanding extent in their children's learning and preparation for the future. Leaders are constant in driving improvement and ambitious to achieve much more. Improvement since the last inspection is good. For example, new accommodation for the Early Years Foundation Stage has helped strengthen provision so that the overall effectiveness of Early Years Foundation Stage is now outstanding. Good leadership and management permeate the work of the school. The large complement of staff contributes effectively to improvement. They form an effective team combining commitment, expertise and hard work to make this a good school, overall. The capacity for sustaining improvement is good. Self-evaluation is accurate and most weaknesses are tackled effectively. However, the system for analysing data on pupils' progress, while very sophisticated, is made less secure by some inconsistency in teachers' assessment practice. This has the adverse effect that when the data collected are analysed, pupils' progress can sometimes look better than it is. The otherwise comprehensive monitoring of teaching, had not detected this shortcoming in assessment.

Nevertheless, pupils achieve well because, overall, teaching is good. Pupils enjoy learning, make good progress and their attendance is above average. Their work and activities are well planned and sharply focused on learning key skills and their preparation for the future after leaving school. Some school provision is outstanding contributing to some outstanding outcomes for pupils. Care, guidance and support are outstanding and this is a significant improvement since the last inspection. Pupils feel exceptionally safe, which is clearly reflected in their own and their parents' and carers' views. The rapport and interactions between adults and pupils are very positive. Staff constantly provide encouragement and are closely attentive to pupils' needs. This gives pupils much reassurance and builds their self-confidence. Moreover, it elicits outstanding behaviour throughout the school. Pupils who become unsettled are quickly and effectively calmed. More generally, pupils form strong friendships and have respect for each other and staff. In their positive demeanour, pupils contribute enormously to the warm and friendly atmosphere of the school. Pupils make an outstanding contribution to the school and particularly through their engagement in the wider community through enterprise activities, drama, singing and raising money for good causes.

**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

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

- Raise achievement by:
  - ensuring all teachers are effective in implementing assessment procedures and are consistent in maintaining an accurate record of their pupils' attainment and progress
  - ensuring school leaders rigorously monitor and evaluate classroom assessment to confirm it is a well-evidenced picture of the progress made by pupils in lessons and towards their targets.

## Outcomes for individuals and groups of pupils

2

The severity and complexity of special educational needs means pupils' attainment is low and, though they make good progress, remains low compared to age-related expectations. Pupils have a good attitude to learning and enjoy lessons because they are very well supported by teachers and their assistants. They settle quickly and start working with a sense of purpose in tackling and completing tasks. At an early stage, they learn to sit, listen and contribute, which stimulates their interest and thinking. Sensory approaches are well resourced and used expertly to engage pupils with the most complex learning difficulties and they learn and make good progress as a result. All pupils learn to communicate with symbols, signing and speech and lessons provide good opportunities for pupils to speak, read and enjoy books. Pupils' autism is well-managed with the result they engage effectively in learning. Every opportunity is used for them to interact with others, communicate and develop social skills. At break time, one boy went round offering others in the classroom slices of fruit. He responded to their requests for more which was a considerable achievement in managing a responsibility and the needs of others. The emphasis on learning key skills in Key Stages 1 to 3 ensures good progress in literacy and numeracy and, as pupils get older, they learn to apply these skills in practical ways such as shopping or travelling.

Pupils are very considerate towards each other and friendships reinforce their self-confidence. They draw attention to any concerns confident that staff will deal with these. Pupils conduct themselves exceptionally well and do so independently. Independence is encouraged at every opportunity and pupils manage many responsibilities around school to this end. As a result, spiritual, moral, social and cultural development is good. Strong links with the local community provide opportunities for pupils, for example, to perform plays and sing carols at Christmas. The school's active promotion of a healthy lifestyle ensures pupils learn about good food to eat, risks to their health and, also, that exercise helps them be healthy. The skills they learn and the independence they develop prepare them well for the next stage after school. Work experience, college placements, enterprise activities and accreditation, which form a key part of the curriculum in Key Stage 4 and the sixth

**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

form, contribute significantly to pupils’ future economic well-being.

*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>2</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:  |          |
| Pupils’ attendance <sup>1</sup>   | 2        |
| <b>The extent of pupils’ spiritual, moral, social and cultural development</b>  | <b>2</b> |

## How effective is the provision?

In lessons seen, the quality of teaching was mostly good or outstanding and good, overall. Teachers have good sized teams of assistants and together they are often extremely effective, in supporting learning. Most lessons are well-planned with practical activities that interest, challenge and get pupils quickly involved in doing work. The strongest teaching provides various levels of task carefully matched to pupils’ different capabilities and promotes learning and progress exceptionally well. All lessons are informed by clear objectives and these are carefully explained to pupils. This was particularly effective with visualisation using an interactive white board. The several outstanding lessons achieved a high level of engagement, a fast pace of learning and much enjoyment for pupils. Most teachers assess pupils’ progress rigorously and accurately. In a very few lessons insufficient use of assessment in planning pupils’ work slowed their progress so that it was satisfactory rather than good. Moreover, there are shortcomings in some teacher’s upkeep of a robust assessment record clearly evidencing the progress their pupils have made over time.

The curriculum is planned effectively to meet pupils’ special educational needs. Themed on six areas of learning, work and activities focus sharply on key skills and a sensory approach, incorporating sight and sound, touch and smell, for pupils with multi-sensory impairments. In Key Stage 4 and in the sixth form, the curriculum is

<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

**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

made relevant through the offer of accreditation, vocational experiences and good opportunities to develop independence by preparing for college courses, training and living in social care settings.

Leaders have developed high quality provision and implemented robust procedures promoting pupils’ health, safety and well-being. The staff work extremely effectively in caring for, supporting and meeting the needs of pupils. The school presents a welcoming atmosphere and purposeful environment in which pupils thrive. There are excellent links with a wide range of the agencies who give service to support pupils and their families. Leaders have developed very effective roles for staff such as key family workers who establish and maintain strong links between families, agencies and the school. The transition manager makes an outstanding contribution in preparing pupils for leaving by planning information events, work experience and college placements.

*These are the grades for the quality of provision*

|  |          |
|--|----------|
| <b>The quality of teaching</b>   | <b>2</b> |
| Taking into account:<br>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>1</b> |

## How effective are leadership and management?

Leaders are effective in driving improvement and their ambition is well embedded across the school. This has impacted significantly in the very successful development of the large multi-disciplinary staff team. Members of this team are motivated, sharply focused on their responsibilities and well-equipped for the challenges in meeting pupils' wide ranging needs. Well-developed roles ensure that the school’s work is tailored to pupils’ needs. The school promotes equality of opportunity and tackles discrimination effectively, which is clearly reflected in the positive outcomes for all pupils.

In most respects the quality of teaching is managed with rigour. As a result, lesson planning gives a sharp focus to promoting key skills and support for learners. However, monitoring has not identified the occasional variance in the quality of assessment as there has been some lack of rigour in evaluating the consistency of record keeping. This has led to the school’s analysis giving a better picture of pupils' progress at times than is the case. The governing body are conspicuous in their commitment, challenge and support for the school. The federation to an extent is in hiatus as its principal intention was to create a single new school. However, the links between the two schools are mutually beneficial and represent a significant element in the many good partnerships in place. Leaders have been very active in developing a partnership with parents and carers and involve them in focus group meetings to

**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

canvass opinion and gauge their needs. Key family workers and the transition manager mediate very effectively between families, the school and agencies. At key points, such as transition, planning creates effective collaboration ensuring needs are met and change for the pupil and their family is managed successfully.

The school has clear policies and effective strategies for safeguarding pupils which are reviewed regularly and guide good practice. Staff are trained regularly to the appropriate level ensuring safeguarding remains a key priority in the school’s care and support of its pupils. The school is a cohesive community of all its stakeholders and leaders are effective in driving community cohesion in its widest sense through its links with the community and making links with schools abroad.

*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:<br>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>1</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>2</b> |
| <b>The effectiveness with which the school deploys resources to achieve value for money</b>  | <b>2</b> |

## Early Years Foundation Stage

Teaching is outstanding as it is creative, interesting and well-paced promoting outstanding learning and progress. Thorough and accurate assessment ensures lessons are planned so that all children build very effectively on their prior learning. Communication, language and literacy have high priority and opportunities for learning run through all activities. Children are quick to learn to communicate using signing and symbols. Children’s independence is strongly promoted and well-established routines help them understand expectations. At the start of each day children choose an activity and most register their arrival independently by finding their photograph and placing it correctly. The outstanding support of staff helps children manage their challenging behaviour and develop friendships. Teaching assistants are very effective at motivating, encouraging and reinforcing children’s learning. Children are exceptionally well supported and feel safe. The curriculum is very well adapted to meet every child’s needs. In particular, emphasis on children’s



**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

personal development prepares them extremely well for Year 1. There is a good balance of indoor and outdoor activities which are enhanced considerably by the new accommodation and in particular the excellent facilities outdoors for learning and play.

*These are the grades for the Early Years Foundation Stage*

|  |          |
|--|----------|
| <b>Overall effectiveness of the Early Years Foundation Stage</b>                   | <b>1</b> |
| Taking into account:   |          |
| Outcomes for children in the Early Years Foundation Stage                          | 1        |
| The quality of provision in the Early Years Foundation Stage                       | 1        |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 1        |

## Sixth form

Students make good progress and are well supported in the sixth form. Teaching is good, overall, although outstanding for the few students with profound and multiple learning difficulties who have an excellent discrete sensory curriculum. Key aspects of the work and activities for students with severe learning difficulties are made very relevant to their preparation for leaving. Lessons emphasise the use of key skills such as literacy and numeracy in real-life contexts. Problem-solving in mathematics involves calculating money and measuring time. Learning is good as a result, although very occasionally work is not challenging because insufficient attention is given to the assessments of students’ prior attainment in planning lessons.

Students spend a good proportion of their time in the community experiencing its demands and learning to cope with these. They attend college for courses and, where appropriate, have work experience in local businesses. In the sixth form, enterprise work adds further to students’ work-related learning. The joint enterprise course with Southview School is a positive contribution to students looking outwards for their learning opportunities. The arrangements for transition are thorough and its management is outstanding. Parents, carers and agencies are brought together well in advance of a student leaving ensuring that an appropriate placement and the necessary support for this are agreed and effectively implemented.

*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        |

**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

## **Views of parents and carers**

A good proportion of parents and carers returned completed questionnaires. The very large majority express positive views about the school and how their children benefit. Most believe the school meets their children's needs, that their children are kept safe and that they enjoy school. The same proportion say teaching is good at the school and that they are kept well informed of the children's progress. These views are similar to those of inspectors. Few parents and carers expressed disagreement about the work of the school. A few did not agree they were helped to support their children's learning at home. Inspection evidence indicates that the school works very effectively to support parents and carers and that engagement with parents and carers is outstanding.

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

Ofsted invited all the registered parents and carers of pupils registered at The Edith Borthwick 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 79 completed questionnaires by the end of the on-site inspection. In total, there are 161 pupils registered at the school.

| Statements  | Strongly agree |    | Agree |    | Disagree |   | Strongly disagree |   |
|---|----------------|----|-------|----|----------|---|-------------------|---|
|   | Total          | %  | Total | %  | Total    | % | Total             | % |
| My child enjoys school  | 47             | 59 | 29    | 37 | 3        | 4 | 0                 | 0 |
| The school keeps my child safe  | 54             | 68 | 24    | 30 | 0        | 0 | 0                 | 0 |
| The school informs me about my child’s progress   | 45             | 57 | 32    | 41 | 2        | 3 | 0                 | 0 |
| My child is making enough progress at this school   | 39             | 49 | 33    | 42 | 4        | 5 | 0                 | 0 |
| The teaching is good at this school   | 50             | 63 | 28    | 35 | 0        | 0 | 0                 | 0 |
| The school helps me to support my child’s learning  | 37             | 47 | 34    | 43 | 5        | 6 | 2                 | 3 |
| The school helps my child to have a healthy lifestyle   | 39             | 49 | 35    | 44 | 3        | 4 | 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) | 36             | 46 | 35    | 44 | 1        | 1 | 1                 | 1 |
| The school meets my child’s particular needs  | 47             | 59 | 30    | 38 | 1        | 1 | 0                 | 0 |
| The school deals effectively with unacceptable behaviour  | 44             | 56 | 28    | 35 | 5        | 6 | 0                 | 0 |
| The school takes account of my suggestions and concerns   | 38             | 48 | 36    | 46 | 4        | 5 | 0                 | 0 |
| The school is led and managed effectively   | 48             | 61 | 26    | 33 | 2        | 3 | 1                 | 1 |
| Overall, I am happy with my child’s experience at this school   | 54             | 68 | 21    | 27 | 4        | 5 | 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      | 43  | 47   | 10           | 0          |
| Primary schools      | 6   | 46   | 42           | 6          |
| Secondary schools    | 14  | 36   | 41           | 9          |
| Sixth forms          | 15  | 42   | 41           | 3          |
| Special schools      | 30  | 48   | 19           | 3          |
| Pupil referral units | 14  | 50   | 31           | 5          |
| All schools          | 10  | 44   | 39           | 6          |

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 08 April 2011 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.**



22 September 2011

Dear Pupils

### **Inspection of The Edith Borthwick School, Braintree, CM7 5LA**

Many thanks for your warm welcome when I visited your school. Thanks also to the pupils who met with an inspector to share their thoughts about school, their progress and the future.

Your school is a good school and in some ways it is outstanding. Some of what you achieve is outstanding as well.

- Your behaviour, the extent to which you feel safe and your contribution to school and the wider community are all outstanding.
- The quality of care, guidance and support you are given by staff is outstanding.
- The school does an outstanding job in keeping your parents and carers informed about your progress and helping them support you.
- You are making good progress in your knowledge, skills and understanding and are being well prepared for the future.
- Teaching is good but there is some room for improvement.
- Children in Reception are making outstanding progress.

In order to help the school to improve further, I have asked school leaders to:

- ensure all teachers are effective and consistent in assessing your work and using assessments to plan their lessons so that you always learn well and make good progress.

You have told me how much you like your school and you are right to think so. You can help improve your school by taking an even stronger interest in adopting a healthy lifestyle. I wish you all the very best for the future.

Yours sincerely

Alan Lemon  
Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**