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18 July 2013

Mr K Mackenzie  
Headteacher  
Sedgehill School  
Sedgehill Road  
London  
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Dear Mr Mackenzie

### **Ofsted 2013 14 survey inspection programme: schools' use of alternative provision**

Thank you for your hospitality and cooperation, and that of your staff and students, during my visit on 9 and 10 July 2013 to look at the school's use of alternative provision. During the visit I met with the assistant headteacher who co-ordinates the alternative provision, the vocational leader, a school/college liaison worker and with groups of students. I examined a range of documents including achievement and destination data. I also visited the following providers that your students attend: BEP Group, Young Lewisham Project and New Woodlands School.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions but individual institutions will not be identified in the main text without their consent.

This letter briefly summarises our discussion at the end of the visit.

### **Strengths of this aspect of the school's work**

- The school has a very good process for selecting alternative provision to meet the needs of students, many of whom have complex needs. The senior leadership team, especially the assistant headteacher, support this process extremely well by interviewing students for placements and attending student progress interviews at alternative providers.
- Alternative provision providers feel well supported by the school and say they have clear lines of communication if they have issues or concerns. Some information given to providers is detailed and identifies students' specific barriers to learning, including concerns at home.

- There is high level of engagement by parents and carers especially to ensure that students are given the right placement. This is maintained through good links with placement providers particularly for the most vulnerable students.
- Students receive a broad and balanced curriculum. Most students who attend vocational courses have been successful in securing their option subjects in Year 10. There are good opportunities for students to achieve qualifications at the appropriate level in English and mathematics. However, time is not always available for students to catch-up on missed lessons especially in English and mathematics. In addition to this, the school does not routinely check whether students are undertaking a full-time programme of study, especially when a significant part is work related learning.
- Most students who attend alternative provision achieve their English and mathematics qualifications and the vocational qualification associated with their placement. Progression onto further education, apprenticeships or work is high.
- Placements are not gender-specific. For example, boys successfully attend placements in childcare.
- Some providers' accommodation is excellent, serving the needs of students very well.

**Areas for improvement, which we discussed, include:**

- developing reports about students from providers so that they are regular and include achievement in key or employability skills and progress from students' starting points
- improving the timetable arrangements so that more time is given to students to catch-up on missed lessons, especially in English and mathematics. The school must also ensure that all students receive full-time education
- monitoring the quality of the provision of all providers and fully assessing the impact of all alternative provision by evaluating and comparing achievement, attendance and progression of this group and the rest of the cohort
- ensuring that the governing body are aware of the effectiveness of the alternative provision.

Yours sincerely

**Samantha Morgan-Price**  
**Her Majesty's Inspector**