

Aviation House
125 Kingsway
London
WC2B 6SE

T 0300 123 1231
F 020 7421 6855
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



12 November 2013

Mrs C Stansfield
John Ferneley College
Scalford Road
Melton Mowbray
Leicestershire
LE13 1LH

Dear Mrs Stansfield

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 4 and 5 November 2013 to look at the school's use of alternative provision. During the visit I met with senior leaders at the academy who are involved in the co-ordination of alternative provision and with one group of students who attend alternative providers. I examined a range of documents and published materials. I also visited the following providers that your students attend: The Melton Learning Hub and Melton Venture House Youth Centre.

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 careful and thoughtful use of alternative providers ensures that every student receives the right curriculum to meet their needs. The academy ensures that the experience that students receive on placement builds on that received within school and is successful.
- Risk assessments, health and safety, and arrangements for safeguarding students are secure and ensure that students are safe when working away from school.
- The personalised and flexible curriculum at the academy means that most students' requirements can be catered for on-site. This means that

alternative placements are used for a small number of students to address their specific needs, offer courses that are not normally available, or to provide a sheltered and supportive working environment to students whose circumstances make them vulnerable.

- Individual timetables are constructed so that students can receive their full entitlement to English and mathematics either at the placement or back at the academy. Placements are arranged carefully on the timetable so that no subjects are missed when students are working away from school.
- Students are prepared well for their placements. Students are encouraged and supported to follow up a specific interest, develop their skills for employability, experience the world of work and gain relevant qualifications.
- Senior leaders work in close partnership with providers to improve the achievement and engagement of all students. The 'assessment matrix' used by its main provider demonstrates significant improvements across a range of indicators, some of which are hard to measure, including attendance, attainment, behaviour, social issues, identity, community factors, health and future aspirations.
- A team of senior leaders from the academy closely monitor the quality of all placements. These evaluations are based on various criteria, including students' progress, behaviour and attitudes as well as direct observations of lessons. Student questionnaires are used systematically to help in the evaluation of the success of this provision.
- Students on personal support programmes are well supported by staff at the centre. Students receive tailored programmes that are carefully designed to meet their specific individual needs.
- The providers used by the academy are of a very high calibre. All staff involved are highly committed and successful in ensuring that all students in their care make good academic and personal progress.
- Students value the range of choice in the programmes on offer and enjoy their experiences. All placements lead to an appropriate level qualification. In addition, students also gain appropriate qualifications in English and mathematics, mostly at GCSE level. All of those on alternative provision that completed courses in previous years went on to employment, further education or training.

Areas for improvement, which we discussed, include:

- considering the involvement of providers that are more local to reduce the need for long distance and independent travel for this small number of students.

Yours sincerely

Trevor Riddiough
Her Majesty's Inspector