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Dr T Jones  
Headteacher  
Lord Grey School  
Rickley Lane  
Bletchley  
Milton Keynes  
MK3 6EW

Dear Dr Jones

### **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 15 and 16 January 2014 to look at the school's use of alternative provision. During the visit I met with you, the deputy headteacher, the special educational needs coordinator, three heads of house, two assistant heads of house, eight students who attend alternative provision, two parents and carers and the coordinator contracted to manage alternative provision off-site. I examined a range of documents including students' progress records. I visited the following off-site providers that your students attend: Regis hairstylists; Toyota servicing; B&M retailers; Brake and Clutch motor mechanics.

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's monitoring records indicate that students who spend part of their week off-site on a work-related placement develop more positive attitudes to learning. Improved attendance, punctuality and behaviour in school are common areas of impact. In some cases better relationships between students and adults have extended to family life.
- Alternative provision complements the school's wider approach to work-related experience for all students. In 2013 all Year 11 students at the

school progressed into further education, employment or training. For some students alternative provision provides a direct route into part or full-time employment and apprenticeships.

- School leaders use alternative provision judiciously as one of a range of approaches to inclusion. A regular 'inclusion panel' helps to match support and the curriculum to students' needs. The impact of alternative provision is reviewed systematically as part of this process and the value of continuing or changing off-site provision considered every six weeks.
- The school gives high priority to students' achievement in English and mathematics when arranging timetables that incorporate off-site provision. As a consequence, of the eight Year 11 students using off-site provision in 2013 all attained a GCSE grade in English and mathematics.
- The use of an external agency to manage off-site provision adds authenticity to students' experience of work. The application process, interview, pre-placement visit and procedure for monitoring students' attendance, punctuality and progress are consistent and expectations of school, providers and students are clear.
- The teaching and non-teaching staff involved at the school and the adults who mentor students at the providers show a high level of commitment to students and their personal well-being. The students involved speak very highly of the support and guidance they receive and the growth of their confidence as a result of succeeding in developing a particular skill.

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

- giving providers more detailed information about students so that tasks capitalise on their interests, and include information related to any specific aims for the placement
- informing providers of the school's safeguarding policies and making sure that the governing body take account of off-site provision when reviewing the effectiveness of safeguarding procedures
- recording students' experience of off-site alternative provision, for example through journals, in order to increase opportunities for students to reflect on, share and use the experience to enhance their school work
- ensuring that students' progress and achievements off-site are part of the school's reports to parents and carers and that they add to the 'success points' that students receive as a reward for positivity shown in school.

Yours sincerely

**Ian Middleton**  
**Her Majesty's Inspector**