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Ms D Newsome
Principal
Babington Community College
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Dear Ms Newsome

Ofsted 2014 15 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 27 and 28 January 2015 to look at the college's use of alternative provision. During the visit I met with you and other senior leaders responsible for managing inclusion and the use of off-site provision. I also met students and visited the following providers that your students attend: Pedestrian Leicester and Triple Skills Sports.

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 college has recently reviewed its use of alternative educational provision and found new ways of meeting students' needs within the college. It has focused on modifying the curriculum, strengthening support for students' personal development, raising students' aspirations and developing their study skills. As a result only a very small number of students now attend off-site provision.
- The college works closely with the secondary behaviour support service to commission alternative provision which meets students' personal needs and interests well.

- The college has clear criteria for using alternative provision which form part of its overall approach to supporting students who are at risk of underachieving.
- Students are well prepared for attending alternative provision through visits and 'taster' sessions. Appropriate information is shared with the providers to ensure students settle in quickly.
- The college and secondary behaviour support service carry out thorough risk assessments and share safeguarding information with staff at the alternative provision to ensure it offers a safe environment.
- Staff at the provision are enthusiastic and committed to students' personal development and achievement. The accommodation is suitable for the courses offered.
- Providers report they have good channels of communication with both the college and the secondary behaviour support service and feel well supported. College staff make regular visits to check on students' learning.
- Students follow courses at the off-site provision which reflect their interests. The college is aware that at one provider there is insufficient time allocated in the timetable for teaching mathematics and English. It has plans for developing this area.
- Students who are currently attending alternative provision are making good progress in their personal development and in improving their attendance. The courses being studied are developing students' employability skills and offer a pathway to further training.
- The alternative providers send regular reports on students' attendance, academic attainment and general progress. However, these reports lack detail about students' personal development and the gains they are making in employability skills.
- Students hold positive views about alternative provision and others recognise how the college takes effective steps to maximise their attendance at, and learning in, the college.

Areas for improvement, which we discussed, include:

- completing plans to include the study of mathematics and English in the programme offered by one provider
- arranging for providers to include in students' progress reports more detail about their personal development and employability skills.

Yours sincerely

Andrew Redpath
Her Majesty's Inspector