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Mr R Cranmer  
Headteacher  
Archbishop Sancroft High School  
Wilderness Lane  
Harleston  
Norfolk  
IP20 9DD

Dear Mr Cranmer

**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 4 and 5 March 2015 to look at the school's use of alternative provision.

During the visit I met with you, the deputy headteacher, the assistant headteacher, the Vice-Chair of the Governing Body and the manager of the Child Support Service. I met students and visited the following providers that your students attend: North Suffolk Skills Academy (NSSA) and Easton and Otley College.

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**

- Students are confident that they can keep themselves safe when they are off site. They are well informed about where to go and who to turn to if they need help.
- Alternative provision takes place one day each week and students' timetables are well thought through so that a limited amount of school work is missed. For the rest of their week, students study alongside their classmates, including additional lessons for English and mathematics. These arrangements help students to stay on track with GCSEs and to get support from specialist teachers who know them well.

- Students on alternative provision have lessons especially for them to systematically improve their study skills. The study skills lessons are highly valued by the students.
- The two alternative providers have high aspirations for the students to make the most of the academic and personal development opportunities on offer. In the past, the school has changed providers when they considered that these aspects were not good enough.
- All seven of the students are on track to achieve their target GCSE grades and the qualifications studied on alternative provision. They all aspire to go on to further education or training, mostly at a higher level in the area that they study off site.
- Students say that attending alternative provision will give them a good chance of doing well at college for post-16 studies. They also say that their experiences will help their friends to settle quickly too. This is significant because the students move from a small, local high school to large colleges often a long journey from home.

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

- checking that students' work is equally good at school and at alternative provision, including sharing students' individual academic and personal development targets
- extending the school's tracking system to incorporate students' progress on alternative provision, including personal skills and vocational skills
- tracking students beyond Year 11 to evaluate the impact of alternative provision on students' future successes and aspirations.

Yours sincerely

Heather Yaxley  
**Her Majesty's Inspector**