

# Beacon Hill High School Business and Enterprise College

## Inspection report

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<b>Unique Reference Number</b>	119736
<b>Local Authority</b>	Blackpool
<b>Inspection number</b>	339516
<b>Inspection dates</b>	13–14 January 2010
<b>Reporting inspector</b>	John Coleman HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	578
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Ian Burgess
<b>Headteacher</b>	Mrs Barbara Lund
<b>Date of previous school inspection</b>	5 July 2007
<b>School address</b>	Warbreck Hill Road Beacon Hill Family Centre Blackpool FY2 0TS
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. The inspectors visited 37 lessons, and held meetings and discussions with governors, staff, the local authority school adviser, groups of pupils and parents. They observed the school's work, and looked at a wide range of documentation. Evidence was considered from the questionnaire returns of 92 parents and carers and from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- The quality and impact of the school's extensive range of partnerships with other institutions and providers including opportunities provided by the federation with Bispham High School.
- The rate of progress made by pupils.
- The amount of improvement in the issues which were identified at the last inspection report about standards and attendance.
- The impact of the leadership of the school and whether it monitors rigorously, evaluates accurately and plans challenging improvement.

## Information about the school

This is a much smaller than average secondary school. It has specialist schools' status in Business and Enterprise which was awarded in 2005. It was identified by the Department for Children, Schools and Families (DCSF) as a National Challenge school in 2008. The vast majority of pupils are White British and almost half have special educational needs and/or disabilities. Almost all pupils speak English as their first language. The proportion of pupils eligible for free school meals is high. The percentage of pupils with a statement of special educational needs is average. An exceptionally high number of pupils join the school at times other than the usual start of Year 7 (transient pupils). These pupils represent more than half of the total number who leave each year after completing Year 11. A significant proportion of these transient pupils have experienced turmoil in their lives.

Beacon Hill is federated with Bispham High School and statutory proposals come into place in September 2010 to complete the federation. The federated governing body has been in place since August 2009. The two schools were inspected at the same time by different inspection teams and separate reports are published.

On the school site is a children and family centre which includes; full day care for children aged 0-5, crèche facilities for children aged 0-8 years and nursery provision for children aged 3-5. This provision was also inspected. Located in demountable classrooms on site are pupils from Claremont primary school in Reception and Year 1 classes. The governing body of Claremont is responsible for their management. This provision was not inspected. Also on site is Stepping Stones, an integration centre for transient families, which is managed by the local authority. There are a number of not-for-profit businesses on the school's site which also act as training centres. These are run by the school and provide extra vocational opportunities for pupils at Beacon Hill

and other local schools. They are also and used by the local community and include a business centre, cafe and hair salon. These, and Stepping Stones, were not inspected but their impact on pupils' learning was taken into account. Health and family services are also available in the family centre. Adjacent to the school is an Enterprise Centre which hosts several initiatives for pupils at the school including Fair Trade, Young Chambers and Holistic Enterprise Realising Opportunities (HERO) which aims to 'help pupils develop skills to enhance their life chances.' There is an Air Training Cadet (ATC) centre on the school site.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Beacon Hill provides a satisfactory quality of education and a good standard of care which effectively promotes the well being of its pupils. Good use is made of a wide range of partnerships with external agencies, schools, business and enterprise centres. It is too soon to judge the impact of the federation. Attainment is low but improving strongly due to improvements in the quality of teaching. The progress made by pupils is satisfactory overall and is improving strongly and securely. Transient pupils and those taking vocational options make good progress. Attendance rates are low but improving. The school is inclusive, caters for a wide range of needs and abilities and exclusion rates are falling significantly.

Achievement and progress is variable although satisfactory overall. All pupils make good progress in English due to good teaching in this subject. Progress in mathematics is satisfactory overall and has been hindered by staff absence and other changes which are now fully rectified. Progress in other traditional subjects is held back by the underdeveloped use of literacy and communication skills. Although in English lessons skills are well taught and pupils make good progress, the ability of pupils to apply these skills in other subjects is underdeveloped. This is because teachers do not place sufficient emphasis on these skills in their planning and teaching, and because the curriculum does not integrate them across all subjects. Pupils taking vocational subjects such as hair and beauty and painting and decorating, and in some of the school's specialist subjects, make good progress. The proportion of pupils gaining 5A\*-C grades in GCSE, including English and mathematics, is improving but is still well below average. The school exceeded its target significantly in 2009. Despite the school's considerable efforts in utilising a wide range of strategies and agencies, pupils' attendance is still too low, although improving. Links with some parents and carers are underdeveloped. This hinders the progress and attainment of some pupils.

The overall effectiveness of the many partnerships in which the school engages is good, and for some pupils, their impact is outstanding. Transient pupils gain much from their time in Stepping Stones and are enabled to make a smooth transition into school. An increasing number of pupils take advantage of the vocational opportunities provided by the business and enterprise centres which broaden curriculum choices and are well matched to pupils' learning and career needs. They learn well in these settings, acquiring valuable qualifications and quickly gaining new skills which prepare them for future life. The school makes very good use of a range of external agencies to guide and support pupils.

The school's leadership and management are guiding it through a period of considerable change and development. The school's self evaluation is accurate and satisfactory

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capacity to improve is shown through the impact of some of its strategies. The headteacher has taken decisive action, supported by governors, to manage several changes to staff and to provide support and training which is improving the quality of teaching and learning. The successful impact of this is seen in some faculties and in some classes. Standards are rising and attendance is improving. The good work of the school's model for improving teaching is not developed sufficiently across all departments and all teachers. Assessments are not used consistently by all teachers to inform pupils' learning in lessons and there are some weaknesses in the monitoring of pupils' progress.

## What does the school need to do to improve further?

- Ensure that literacy and communication skills are promoted effectively across the curriculum by:
  - planning the curriculum to integrate these skills
  - providing suitable staff training
  - rigorously monitoring the impact on pupils' progress.
- Raise attainment and improve the progress that pupils make by:
  - increasing the consistency of good quality teaching by making more widespread use of the good coaching and training of staff
  - making more effective use of the data tracking of pupils attainment and evaluating the outcome for year groups and faculties so that specific support and intervention is most effective
  - ensuring that all teachers use the assessment information about pupils' prior attainment to plan the learning which pupils will make in lessons.
- Improve attendance by:
  - further developing the effective strategies already in use by the school
  - improve and strengthen links with parents and carers
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Outcomes for individuals and groups of pupils

3

When pupils join the school they have well below average skills. They achieve satisfactorily and most enjoy school. Progress varies across subjects and for different groups of pupils. In lessons seen by inspectors pupils made mostly satisfactory or good progress in equal measures. As a result of good teaching and a well-planned curriculum, pupils make good progress in English. In vocational subjects and specialist diplomas, progress is good because the courses are well matched to pupils' learning needs. Transient pupils make good progress in learning basic skills due to good support and guidance from a range of agencies and from effective interventions which the school

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maps out carefully. In some subjects progress is less strong because not enough emphasis is given to enabling pupils to apply their basic literacy and communication skills and this hinders their learning. There is underperformance of girls in mathematics but this is improving as changes to staff are fully embedded. Pupils with special education needs make similar progress to their peers. Standards are low overall but improving, as shown by rises to the percentage of 5A\*-C GCSE grades.

The data for pupils' attendance show that too many are absent overall and that persistent absence is too high. However, since the last inspection the school has initiated a wide range of strategies to tackle this problem and these are showing increasing success. Attendance rates are improving and some recent initiatives such as 'mystery Monday' and the 'Friday fiver' are helping more pupils to attend than ever before.

Pupils' behaviour is mostly good in lessons although there is occasional low level disruption in a small minority of classes. A visible staff presence on the school's corridors helps to ensure mainly orderly transitions between lessons. Some pupils exhibit challenging behaviour and this is well managed by staff. In some parts of the school at breaks and lunchtime, where direct staff supervision is not always present, there is a small amount of disruptive behaviour.

Pupils show a good understanding of healthy lifestyles. There are a large number of sports clubs which are well attended by pupils. Healthy eating is encouraged and the kitchen staff point towards a rising amount of potato being consumed and a reducing amount of frozen chips! Pupils say that more of them are choosing healthy lunch options. They also say that they feel safe in school because the staff care for them well and there is always an adult available who they can turn to for help. Through the many enterprise initiatives the pupils are able to make a good contribution to the school and wider community. They raise awareness of fair trade, set up an international trading company and run some small local business assisted by funding from the school.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	<b>4</b>
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

**How effective is the provision?**

The full range of quality in teaching and learning was seen by inspectors but the vast majority of lessons were satisfactory or good in similar proportions. This represents an increase in the amount of good or better lessons since the last inspection. Lessons are characterised by good relationships between staff and pupils. Classroom behaviour is mostly well managed by staff so that any disruption to pupils' learning is minimal. Teachers give good individual support to pupils. There is variation between faculties and between teachers. In the best lessons good questioning skills help pupils to build their learning in a step by step fashion. This is based upon teachers' good understanding of what pupils need to learn next. In weaker lessons, not enough notice is taken of what pupils already know and can do when planning the lesson. Such plans are often based on the activities for pupils rather than on the learning which pupils will make.

The school's curriculum is complex in its organisation with different year groups being structured in different ways. The Year 7 and 8 curriculum includes a significant emphasis on the school's specialist area of enterprise. In Key Stage 4, an expanding depth and breadth of options is beginning to give pupils a much better match to their learning and career needs. Participation rates in the specialist and vocational subjects are growing strongly. There is a good range of additional and extra curricular opportunities. A weakness in the curriculum is the absence of a whole school strategy to promote the development of pupils' literacy and communication skills across all subjects, so that they can take maximum benefit of all that the school offers. A strength of the provision is the effective use of the many partnerships which the school has, to widen pupils' choices and to provide appropriate pathways matched to pupils needs. The impact of this is increasing as more and more pupils engage in these areas. The family centre enables young parents and carers to continue full time education by utilising the good childcare provision. A teens and toddlers programme supports those pupils at risk of becoming a teenage parent.

The federation with Bispham is beginning to develop and shared resources and staff are broadening the curriculum provision. For example, a teacher from Beacon Hill is sharing his expertise in physical education with staff at Bispham. The senior leadership teams are meeting to consider their vision for the school. In addition, there is collaboration between the two schools regarding effective strategies to meet the National Challenge

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targets. Partnerships are also in place with a local Further Education college who jointly manage the hair and beauty provision with Beacon Hill.

The good care, guidance and support of pupils is due to staff who provide caring attention to individual pupils, strong links with external agencies which are well targeted at pupils' needs and an effective internal structure of pastoral managers. A number of case studies in school clearly demonstrate the impact of this provision on the well-being of pupils. There is very good management of pupils' attendance with thorough mapping, clear plans and strong evidence of impact.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher, senior staff and the federated governing body show a clear direction for the development of the school. The governors are led by a chair who is well informed through his participation with the National Challenge group and its advisor. Audits of governor skills have taken place, committees are established and recruitment procedures are in place. It is too soon to see the full impact of the work of the federated governing body but a sound start has been made. The headteacher is building an effective team following a review of roles and responsibilities. The impact of strategies to improve the quality of the school's provision and its capacity to improve can be seen in the increasing amount of good and better teaching; broader and better matched curriculum courses through good and effective partnerships; rising standards and improved attendance. Nevertheless, the school rightly recognises that improvements to teaching need to be more consistent; that the curriculum options needs to fully engage more pupils; and that attendance and attainment remain too low. The trends are strong but the outcomes need further improvement.

The school promotes equality of opportunity for pupils and tackles discrimination satisfactorily. This is an inclusive school where pupils are admitted from the full range of previous educational and social experiences. Many pupils arrive with significant social, emotional and behavioural needs and they receive good support. However, there is too much variation in the progress made by pupils across the school. The school adopts good safeguarding practice with all the required checks and records being made and suitable records are maintained. The school makes a satisfactory contribution to community cohesion, through a set of actions based on an audit of the school's context.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b> Taking into account: The leadership and management of teaching and learning	<b>3</b>
	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children achieve well overall from a range of starting points and ages. The staff know the children very well and provide good care and support from the start. They effectively take account of children's individual needs and interests. Those with special educational needs and/or disabilities are identified early and their needs are met. Personal and social skills are developed very well. Children soon settle in and are happy, well-behaved and confident learners. Consequently, many exceed the goals usually expected of their age. Activities are well presented to promote exciting and challenging new learning experiences. The children and babies enjoy learning in the well-ordered and stimulating environment and become eager learners as their curiosity motivates them to investigate. They become increasingly independent, making their own choices from the accessible and well-resourced provision either indoors or outdoors. For instance, one child was interested in making a tent and through well-timed intervention and questioning. The child succeeded in working out how to use string to fasten the tarpaulin to surrounding structures to finish the task. However, at times, as staff work alongside the children, they miss opportunities to develop and extend children's speaking skills. Most children have better listening than speaking skills. The setting is well managed and staff are very well qualified, working together with common purpose to challenge children successfully so they make good progress. Self-evaluation is generally accurate and there is an overview of strengths and where improvement is needed. The assessment of children's achievements and planning their next learning steps is well organised. However, there is no detailed assessment made of whether any group of children are doing better than

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others. This limits the staff in improving children's learning and development still further.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

About 25% of parents and carers returned the questionnaire. The vast majority of responses were positive about the school although some/a few raised concerns about bullying and behaviour. The inspection agrees that there is a small amount of unsatisfactory behaviour from a small minority of pupils but this is usually dealt with well by the school and overall behaviour is satisfactory. Inspectors spoke to many pupils and the consensus was that on occasions when bullying does occur the response from the school deals with it effectively.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Beacon Hill High School Business and Enterprise College to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 92 completed questionnaires by the end of the on-site inspection. In total, there are 578 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	28	54	57	11	12	1	1
The school keeps my child safe	23	24	64	68	4	4	1	1
The school informs me about my child's progress	27	29	62	66	2	2	2	2
My child is making enough progress at this school	23	24	65	69	5	5	0	0
The teaching is good at this school	21	22	65	69	4	4	2	2
The school helps me to support my child's learning	23	24	59	63	10	11	2	2
The school helps my child to have a healthy lifestyle	17	18	64	68	11	12	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	21	22	65	69	4	4	1	1
The school meets my child's particular needs	20	21	63	67	7	7	2	2
The school deals effectively with unacceptable behaviour	24	26	48	51	13	14	5	5
The school takes account of my suggestions and concerns	19	20	53	56	13	14	3	3
The school is led and managed effectively	26	28	59	63	6	6	2	2
Overall, I am happy with my child's experience at this school	28	30	56	60	7	7	3	3

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



15 January 2010

Dear Pupils

Inspection of Beacon Hill High School Business and Enterprise College, Blackpool, FY2  
OTS

Thank you for the warm welcome you gave to the inspection team when we visited your school recently. We enjoyed being in your lessons, meeting with you, and were particularly impressed by your involvement in Enterprise activities.

These are the main strengths of your school.

The school cares for you well and provides good support when you need to make choices, such as which subjects or courses to take in Key Stage 4.

- You have plenty of opportunities to get involved in sport and make healthy choices.
- There are many good links and partnerships with your community and your involvement in Enterprise activities is good.
- The school keeps you safe by having good, effective systems to check on people who work at the school and makes sure your health and safety are looked after.
- Some of you make good progress, especially those of you who choose the vocational and specialist subjects available.

We have asked the headteacher and the school's leaders to:

- raise the standards which pupils reach especially in examinations in Key Stage 4 by making sure you have more good lessons
- improve the way in which your literacy and communication skills are developed in all the different subjects in the curriculum
- improve your attendance, which is something you must work hard at too.

You can do your part to help by ensuring that you always work hard. The team joins me in sending you best wishes for your studies and we hope that you all do very well in the future.

Yours sincerely,

John Coleman

Her Majesty's Inspector

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