

06 October 2006

Mr Chris Dunne
Headteacher
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Bryon Street
London
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Dear Mr Dunne

Ofsted survey inspection programme – Attendance for Learning in Secondary Schools

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 28 September 2006 to look at your work in promoting attendance.

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. All feedback letters will be published on the Ofsted website at the end of each half-term.

The evidence used to inform the judgements made included: interviews with staff and three groups of pupils, and scrutiny of relevant documentation.

The overall effectiveness of your work in promoting attendance was judged to be good.

Achievement and standards

- Achievement is good as the school has made steady and significant progress in improving attendance.
- There is very good capacity to meet the attendance target of 92% for 2006/7.
- The school links attendance data to pupil attainment and achievement very well and pupils are clear about the negative impact of missing school.

Quality of teaching and learning

- The quality of teaching and learning is satisfactory for the groups of pupils interviewed as some pupils identify some lessons that do not promote learning sufficiently well, leaving them lacking in motivation

to attend and achieve. This is already identified by the school as a key priority for improvement.

Quality of curriculum

- The quality of the curriculum is satisfactory for the groups of pupils interviewed.
- A range of alternative provision and increased flexibility programmes are used increasingly well to promote engagement in learning and improve attendance.

Leadership and management

Leadership and management of attendance for learning are good.

- The school has worked relentlessly to raise the profile of attendance. It benefits well from effective partnerships with the local authority and other agencies. There is resolute determination to improve further, a very good knowledge of reasons affecting the attendance of identified pupils and an impressive, comprehensive and well-targeted range of strategies supporting pupils and families. These have a positive impact on attendance generally. Key priorities are clear, as is the way forward.
- The school's collection, analysis and use of data are effective at strategic level and staff have good access to attendance information. Governors receive comprehensive information on attendance and achievement at the end of Key Stage 4.
- Not all class teachers follow up absences from lessons. This means that the rate of post-registration truancy is not identified accurately and limits the schools ability to examine why pupils chose to miss some lessons. This will be rectified in the near future as a new on-line system for recording attendance is installed.

Inclusion

Provision for inclusion is good overall.

- At a strategic level, the school is responsive to the needs of poor attenders and those at risk of non-attendance. Re-integration programmes are well managed.

Areas for improvement, which we discussed, include the need to:

- provide governors with information on attendance and achievement at the end of Key Stage 3
- ensure all class teachers follow up absences from lessons
- strengthen support offered to pupils who struggle to catch up work missed through absence.

I hope these observations are useful as you continue to develop your attendance work in the school.

As I explained in my previous letter, a copy of this letter will be sent to your local authority and will be published on Ofsted's website. It will also be available to the team for your next institutional inspection.

Yours sincerely

Rosemary Matthews
Her Majesty's Inspector

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