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Mr M Broxham
Headteacher
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Dear Mr Broxham

Ofsted survey inspection programme – Education for Sustainable Development (ESD)

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 27 September to look at work in ESD.

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 governors, pupils, students, teachers and other staff, scrutiny of relevant documentation, analysis of pupils'/students' work and a lesson observation.

The overall effectiveness of ESD was judged to be satisfactory with some good features.

Achievement and standards

There was insufficient evidence to judge overall standards and achievement in ESD.

- Where evidence did exist, notably from written work in geography, pupils and students were reaching expected standards, for example in understanding the effects of global warming.
- Pupils and students' personal development in relation to the sustainability agenda is good. They act responsibly in understanding and responding to the school's initiatives aimed at reducing litter and

sixth form students in particular have been proactive in developing and implementing recycling initiatives.

- A good proportion of pupils and students are involved in initiatives requiring them to work on behalf of the school or wider community, for example as members of the School Council or through involvement in active citizenship projects.

Quality of teaching and learning

No overall judgement is made on the overall quality of teaching and learning. Only one lesson relevant to ESD could be observed during the visit and only a small amount of completed written work on topics contributing to pupils and students' knowledge and understanding in the subject was available for analysis.

Quality of curriculum

The quality of the curriculum is satisfactory overall.

- No overall curriculum policy or plan exists in relation to ESD.
- The school's own audit indicates that key curriculum areas, for example, geography, science, technology and citizenship do provide appropriate opportunities for pupils and students to develop relevant knowledge understanding and skills.
- This core is supported through a reasonable range of learning experiences in other curriculum areas.
- The breadth of extra curricular and extension activities make good use of pupils' and students' interests in elements of the sustainability agenda and contribute towards their achievements in this area.

Leadership and management of ESD

Leadership and management of this area is satisfactory overall.

- The school has been quick to make use of the opportunity presented by its inclusion in the survey to make an accurate evaluation of its provision for ESD.
- There is no overall policy or strategic planning in relation to ESD although the school's philosophy and ethos is sympathetic to the sustainability agenda. For example:
 - (i) stakeholders' views are canvassed and acted upon
 - (ii) governors have been proactive in working with the Local Authority to create and fund a school travel plan
 - (iii) middle managers have been supported in developing ethical purchasing policies
 - (iv) considerable effort has gone into the successful development of energy and water saving measures

(v) the school's work has a positive impact in the local community.

- The school is well placed to improve further the provision for ESD.

Inclusion

The provision for inclusion is satisfactory.

- Effective procedures ensure that the academic progress and personal development of its most vulnerable pupils are carefully monitored and that appropriate support and guidance is provided.
- All pupils are encouraged to participate in active citizenship activities.

Areas for improvement

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

- make a sharper and more detailed analysis of the school's provision for ESD
- use the information obtained to create clear strategies in the school's strategic plan to support the development of the ESD agenda
- ensure that responsibilities for managing ESD are clearly identified and understood.

I hope these observations are useful as you continue to develop ESD 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

Anthony Pearson
Additional Inspector