

Alexandra House
33 Kingsway
London
WC2B 6SE
T 08456 404045
F 020 7421 6644
www.ofsted.gov.uk



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Ms Rosemary Goldberg
The Headteacher
Gartree High School
Ridge Way
Oadby
Leicester
LE2 5TQ

Dear Ms Goldberg

Ofsted survey inspection programme – Evaluation of the impact of the Primary and Secondary National Strategies

I am grateful for the hospitality and co-operation of you and your staff during my visit with Robert McKeown HMI on 16-17 October 2006 to look at work in the Secondary National Strategy (SNS).

As outlined in my initial letter, as well as looking at key areas of the SNS, the visit had a particular focus on the quality of continuity and progression for pupils on entry to secondary school.

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 pupils, scrutiny of relevant documentation, analysis of pupils' work and observation of eight part lessons in English and two part and two whole lessons in mathematics in Year 6.

The overall effectiveness and impact of the SNS was judged to be good.

Achievement and standards

Achievement and standards are good.

- Standards of attainment at the end of Key Stage 2 are broadly average. Pupils' achievement in Key Stage 2 is below expected levels in English and mathematics. Pupils are in the school for one of the four

years of Key Stage 2. The school's own assessment data for 2006 indicates that most pupils make at least satisfactory progress.

- Standards of attainment in English and mathematics at the end of Key Stage 3 are consistently well above national averages. By the time pupils leave school, their progress in both subjects is outstanding.
- Pupils' personal development is good. The behaviour in lessons was good and almost all pupils have very positive attitudes to learning.

Quality of teaching and learning

The quality of teaching and learning is good.

- Focused teaching, including clear learning objectives, lively starter activities, the use of questioning, brisk pace and effective use of information and communication technology were effective features in all the lessons seen.
- End of lesson plenary sessions to check and build on pupils' understanding were not fully exploited.

Quality of curriculum

The quality of the curriculum is good.

- The school's response to the SNS involves all departments in auditing their provision for literacy across the curriculum.
- There are good bridging programmes which link English and mathematics work across Years 5 and 6. These improve curriculum continuity and achievement following transition.

Leadership and management of SNS

Leadership and management are good.

- The school has clearly identified suitable priorities for continuing improvement and has used the SNS to inform and complement the school's own actions.
- The leadership team use a wide range of data to analyse pupils' performance and target actions to improve achievement and standards.
- Good strategic planning and evaluation of outcomes help to improve the quality of teaching and learning.
- New initiatives, such as behaviour for learning, have been introduced in a measured way so that impact is sharply focused on classroom practice.

The quality of transition to secondary school

The leadership and management of transition are good.

- Pupils, parents and partner primary schools are very positive about the transition programme organised for Year 5 pupils.
- The arrangements for teaching Year 6 pupils in a dedicated base are effective. The school recognises the need to further improve achievement in Key Stage 2 and ensure that pupils make as much progress as they can in Year 6.
- The deployment of an advanced skills teacher to promote improvements in continuity and learning across Years 5 and 6 is effective. The appointment of a Key Stage 2 coordinator also helps to ensure a continuity of experience for pupils.

Inclusion

The provision for inclusion is good.

- The school is committed to providing equality of access and helping pupils to achieve as well as they can. The school recognises the need to challenge more able boys in English.
- Regular assessment has ensured that pupils' progress is monitored closely and that those who need extra support receive and benefit from it.

Areas for improvement, which we discussed, included:

- to raise standards and achievement in Key Stage 2 and in particular in mathematics
- to improve the use of end of lessons plenary sessions.

I hope these observations are useful as you continue to implement the Secondary National Strategy 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

Dilip Kadodwala
Her Majesty's Inspector