

Alexandra House
33 Kingsway
London
WC2B 6SE

T 08456 404045
F 020 7421 6855
enquiries@Ofsted.gov.uk
www.ofsted.gov.uk



06 November 2008

Ms L Ackland
Headteacher
Sedgefield Community College
Hawthorn Road
Sedgefield
TS21 3DD

Dear Ms Ackland

Ofsted survey inspection programme: the extent and quality of provision for pupils from day 6 of exclusion

Thank you for your hospitality and co-operation and that of your colleagues during my visit to Sedgefield Community College on Friday 10 October 2008 to look at the work of your college in relation to the extent and quality of provision for pupils from day 6 of exclusion. I would be grateful if you would you pass my thanks to the student and parent who met with me.

During my visit I gathered evidence from discussions with you and three other members of staff and from scrutiny of documents. I talked with a student who had been excluded and also with a parent. I observed work taking place in the 'Sidings'. My judgements are related to the arrangements and outcomes for pupils whose exclusions meant you had to provide education for them from day 6 of their exclusions.

The overall effectiveness of day 6 provision is good.

Achievement and Standards

Students who have received day 6 exclusions make good improvements to their behaviour and satisfactory progress overall academically. The use of the 'Sidings' for day 6 provision has been limited to three pupils for a total of seven days. Two of these pupils spent one day each in the provision. The college reports that the behaviour of these three pupils has improved as a consequence of their exclusions. Two of the students have had no further exclusions. Both the student and parent spoken with say that the day 6 provision made a positive difference, citing improved attitudes to college and learning. The numbers of fixed-term exclusions and day 6 exclusions at the college have dropped over the past three years. Contributors to this include staff training to develop an improved climate for learning and more personalised curriculum packages for students.

Quality of teaching and learning of in the day 6 provision

Although there were no day 6 students in the 'Sidings' provision at the time of the visit the part-lesson observed was that which any day 6 excluded students would have attended. The quality of teaching observed was good. It was characterised by the staff member having good knowledge of pupils' needs and good relationships with them. One to one work was prominent and whilst the member of staff was working with one student the other student in attendance diligently got on with set work. Suitable work was presented to the pupils and the monitoring of their progress, through a learning diary, is effective.

Quality of the curriculum for day 6 excluded students

The curriculum provided is good. It is designed to provide continuity of learning whilst in the day 6 provision. This happens because the member of staff in the provision utilises and adapts the subject teacher's plans for the lesson the student would have received had they not been excluded. A helpful example of curriculum flexibility was provided which showed how one of the day 6 pupils continues to have his science lessons delivered in the 'Sidings' which he finds much more suited to his needs.

Leadership and management of the day 6 provision

Leadership and management of the day 6 provision are good. The provision is meeting requirements in providing suitable and full-time education from day 6 of exclusion. This is provided in a base in the college to which cluster primary schools have access should they need to exclude a pupil for more than five days. To date they have not had a need to access this provision. The provision is similar to that provided for some other students with social and behavioural problems who have not been excluded. However, there are differences. The day 6 students attend the provision full-time for the remaining period of their exclusion beyond five days. This provides somewhat of a shock to the students which contributes to them taking stock of their behaviour and attitudes. Their re-integration into mainstream lessons is well-considered with it being checked lesson by lesson and through a faculty review two weeks after the start of their re-integration. Data on the day 6 students' attendance improvements, academic and behavioural progress is held on an individual student basis but not collated and reported to governors to demonstrate the success, or otherwise, of the provision. Indeed our discussions identified that this might be something you might wish to consider for all your exclusion data.

Inclusion

Inclusion of the day 6 students is good. They are well supported in the day 6 provision and on their return to mainstream lessons. The college's provision is

on its own site and run by college staff. This provides good continuity for the student's learning and keeps them part of their college community.

Improvements that we discussed included:

- collate, analyse and present data on the effectiveness of the day 6 provision to the governing body.

The visit will provide much useful evidence for our survey.

Sedgefield Community College will not be named in any publication without your permission. Most evidence will be used at a general level to ascertain if schools and local authorities are complying with legislation and to identify the quality and extent of their provision.

Thank you once again for your co-operation and the work you put in before hand and on the day to help me gain a good insight into the work of your college.

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

Yours sincerely

Eric Craven
Her Majesty's Inspector of Schools