

Alexandra House
33 Kingsway
London
WC2B 6SE

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



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Mr P James
Headteacher
Crispin School
Church Road
Street
Somerset
BA16 0AD

Dear Mr James

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

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 10 November 2008 to look at the work of your school in relation to the extent and quality of provision for pupils from day 6 of exclusion. I would be grateful if you would pass on my thanks also to the pupil that I met.

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 you and the deputy headteacher, scrutiny of relevant documentation, a telephone discussion with one parent, an interview with one pupil and a visit to the Return to Learning Centre (R2L). 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.

From September 2007 maintained schools are required to provide full-time education from and including the sixth day of any fixed period of exclusion of six days or longer. This should be provided off site, unless the excluding school hosts shared provision with a number of different schools. Crispin School does not host shared provision and provides for the pupils in the R2L Centre on site and as such the provision does not meet regulations.

Achievement and standards of pupils from day 6 of exclusion

During the last academic year, two pupils were excluded for fixed terms greater than 5 days and one pupil was permanently excluded.

You have reported that the two pupils with fixed term exclusions of more than five days returned to school on Day 6 of their exclusions to attend the R2L Centre and did not join with their class. They continued to attend the R2L centre for each remaining day of their exclusions. It is clear from school records, and from my discussions with a parent and one of the pupils, that both pupils made good progress when in the R2L Centre in their learning and in dealing with the issues that contributed to their exclusions. Their good progress has continued since they have rejoined their classes.

Quality of teaching and learning for pupils from day 6 of exclusion

No lessons were observed.

Quality of the curriculum for pupils from day 6 of exclusion

The quality of the curriculum is good. The pupils are following a curriculum that matches well with their needs. They are gaining specialist support and advice and the effectiveness of this is clear from their better behaviour and their improved attitudes to school and to their work.

Leadership and management of provision for pupils from day 6 of exclusion

You have ensured that the educational provision for both pupils who were excluded for more than 5 days was minimally disrupted as a consequence of their exclusions. But, you were at variance with the relevant regulations when you managed their return to Crispin School via the R2L Centre.

Over each of the last few years Crispin School has seen a reduction in the total number exclusion days, and in the number of pupils being excluded. This is the result of developing and implementing initiatives and procedures that have been effective in limiting the need to exclude pupils; the R2L Centre being a particularly successful initiative. Pupils have access to learning opportunities that are meaningful to them, that they find interesting and which provide them with regular opportunities to clearly recognise the parameters that delineate acceptable behaviour.

Inclusion

Provision was tailored to the individual needs of the two returning pupils and they gained from this. Parents, whilst not happy their children were excluded, nevertheless feel that the overall experience benefited their children's progress in their learning and in their personal development; especially because of the targets identified for each child at the re-integration meeting and the effectiveness of the specialist support made available to help their children meet their targets.

Areas for improvement, which we discussed, included:

- remedying the breach of regulations.

I hope these observations are useful as you continue to develop the day 6 provision 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 the Ofsted website. It will also be available to the team for your next institutional inspection.

Yours sincerely

D. Alan Dobbins
Additional Inspector