

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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Mrs R Kelly
Complementary Education
Cromwell Street
Northampton
Northamptonshire
NN1 2DR

Dear Mrs Kelly

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 the Complementary Education Centre on Monday 3 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 my thanks also to the young people with whom 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 an interview with yourself, scrutiny of relevant documentation, a phone call to a parent and the observation of one lesson.

The overall effectiveness of the day 6 provision for permanently excluded pupils was judged to be adequate. Although most pupils take up their places on the sixth day following exclusion, a number of pupils have not. Some of the reasons for this are beyond the control of the centre, such as difficulty in contacting parents and reluctance to send their children to the centre. In some of these cases the delay in starting has been unacceptably long and insufficient action has been taken to follow up their non-attendance. Accommodation difficulties have meant that some pupils at Key Stage 3 have had to wait for placements but the local authority has addressed this and a new provision was due to open the week of this visit. On occasion during examination times, the centre is not able to accommodate and supervise other pupils. Alternative activities are arranged where possible but these do not make up full time provision. Pupils who attend the centre have access to

good quality teaching, a wide and varied curriculum and good support programmes. They make good progress in improving their attendance and behaviour, achieving GCSE or other accredited qualifications and in raising their aspirations for the future.

Achievement and standards of pupils from day 6 of exclusion

Pupils in the centre generally make good progress. On entry to the centre all pupils have a baseline assessment which includes information received from the excluding school. This is shared with all staff to enable a swift start on appropriate work for the pupil. Pupils at Key Stage 3 are prepared for a return to mainstream education where appropriate and all those re-integrated recently have been successful so far in their placements. All pupils at Key Stage 4 leave with at least one GCSE; most leave with four or five. There have been cases where pupils who attended the centre in the past have gone on to university. Most pupils' attendance is better at the centre than it was previously. In the lesson observed, pupils were engaged well with the work, polite to the teacher and each other and made good progress. Over the last three years, the numbers continuing in education, employment or training have increased to over 90%.

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

The quality of teaching observed was good. The mathematics activity was structured well and pupils could see the practical application of the skills they were learning. They were well engaged with the task and completed all the requirements. Pupils are engaged well in self-evaluation of their learning.

Quality of the curriculum for pupils from day 6 of exclusion

The quality of the curriculum is good. Provision is carefully tailored to meet individual needs and a good range of alternative provision is available. The Key Stage 3 curriculum is structured so that pupils are able to return to mainstream school, although accommodation difficulties in the past have limited the delivery of some aspects of the curriculum. At Key Stage 4 pupils may stay at the centre and take GCSE examinations or follow alternative programmes matched to their individual needs. There is an appropriate focus on the basic skills of English, mathematics and science for all pupils with a personalised timetable for each pupil. PSHCE is given a high priority for all pupils.

Leadership and management for pupils from day 6 of exclusion

Leadership and management of the centre are good. There are clear procedures in place for admitting and assessing pupils who have been permanently excluded. The head of Complementary Education is responsible for overseeing the placements of all such pupils in the county and ensures that all available

information is circulated and appropriate placements made available. However, on occasion there have been long delays in pupils taking up their placements. Whilst staff try to follow these up, the centre currently has no dedicated Education Welfare Officer to support them in dealing with non-attendance. The deployment of teachers is carefully planned to ensure that all pupils have access to specialist teachers, especially for the core subjects. Pupil progress is monitored and tracked very well. Pupils self evaluate their learning in each lesson but the head of complementary education has identified that more could be done to strengthen this aspect of their work. The views of young people are systematically collected, published annually and circulated to all young people attending any of the centres in the county. Parents are very positive about the support and progress their children make whilst at the centre.

Inclusion

Pupils with statements who are permanently excluded from schools do not receive suitable full time education. They are referred to the head of complementary education by the local authority for a one-term intervention programme which is not full time. These arrangements do not comply with DCSF requirements or the SEN Code of Practice and are unacceptable.

Areas for improvement, which we discussed, included:

- working with the local authority to ensure that pupils referred to the centre take up their provision on day 6
- working with the local authority to ensure that accommodation and staffing are sufficient to ensure that all permanently excluded pupils receive full time, suitable provision
- working with the local authority to ensure that pupils with statements of special educational needs have full time education suitable to their special educational needs made on day 6 following exclusion.

The visit will provide much useful evidence for our survey. The Complementary Education Centre 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. 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.

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 centre. Please do not hesitate to get in touch if you have any queries.

Yours sincerely

Mrs Anita Wade
Her Majesty's Inspector