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Ms L Alavi
Quayside Education Centre
St Vincent College
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PO12 4QA

Dear Ms Alavi

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 staff, during my visit on Monday 03 November 2008 to look at your work in providing for pupils from day 6 of their permanent exclusion.

The visit provided valuable information which will contribute to our national survey. 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. As I explained in my previous letter, a copy of this letter will be sent to your local authority and will be available to the team for your next institutional inspection.

The evidence used to inform the judgements made included interviews with yourself and your deputy, scrutiny of relevant documentation, an interview with a class of pupils and with one parent, and the observation of one lesson. 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 the day 6 provision for pupils during the time they are at the centre was judged to be good. However, there is a very significant drawback because full time education is not provided. This is due to accommodation restrictions which are beyond the control of the centre.

Achievement and standards of day 6 pupils

The overall achievement of the pupils at the centre is good. The three pupils seen in the lesson were not on a day six programme and their achievement was good. The initial assessment of pupils when they start at the centre

informs planning and target setting. Objectives for young people are sensible and achievable and evaluation of progress in attendance, behaviour, academic achievement and social interaction is continuously monitored. Many, pupils arrive with poor attendance records, low motivation and they often lack basic literacy and numeracy skills. While academic progress is often not more than satisfactory, they make good progress overall particularly by improving their attitudes to learning, improving their behaviour and as a result many go on to further education and employment

Quality of teaching and learning in the day 6 provision

The quality of teaching in Year 10 was outstanding. The pupils were not currently day 6 pupils never the less pupils in the group learnt well and cooperated with each other. They had formed positive relationships with staff and clearly appreciated the lesson and gained from its challenging and thoughtful content. The teacher's effective use of resources and the supportive approach used made this lesson a very positive experience.

Quality of the curriculum for day 6 pupils

The quality of the curriculum provided for day 6 pupils is good. It is well matched to pupils' needs, covers a good range of subjects and is helpfully extended with a range of external visits and activities including courses at the local colleges. Accommodation at the centre is limited and as a result the centre is unable to provide a full-time education for all pupils. Restrictions also affect the curriculum and limits pupils' experience of subjects such as art, science and PE. The centre at an early point in the school year is operating with the maximum number of pupils and space is at a premium. Accommodation to meet the needs of the taught curriculum at this time is less than satisfactory.

Leadership and management of the day 6 provision

The leadership and management of the centre is outstanding. The headteacher and deputy offer staff highly effective leadership and are very resourceful in using the limitations of the accommodation. They have a good knowledge of the needs of the pupils. Assessment of pupils on entry is good, and careful records of their progress are maintained. Relationships with schools are very good. The centre has close and regular liaison with the local authority, which provides very good daily support and leadership. Officers of the local authority continue to support the centre in the quest for new accommodation.

Inclusion

Provision is well adapted to the needs of individuals in all respects except the provision of a full-time education. Pupils said the centre was giving them a fresh chance to gain qualifications and make a success of their education. The

parent interviewed confirmed that the centre met her children's needs very well. She was delighted that they were given another chance, and pleased that they had already decided what to do with the qualifications they were gaining through the centre. She felt very well informed of the Centre's work and her sons' progress there.

Area for further improvement, which we discussed:

- work urgently with the local authority so that the centre can provide full-time education.

I hope these observations are useful as you continue to develop the day 6 provision in the centre.

Yours sincerely

Martin Pavey
Additional Inspector