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Mr S Siddell
Redcar Community College
A Specialist Visual and Performing Arts Centre
Kirkleatham Lane
Redcar
TS10 4AB

Dear Mr Siddell

Ofsted survey inspection programme – Moving through the system

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 8-9 October 2008 to look at work on developing the future economic well-being of students in your school and careers education. We also looked at how well arrangements are made to support pupils during their transition into 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 without their consent.

The evidence used to inform the judgements made, included: meetings and discussions with senior leaders, teachers and other staff, discussions with groups of students, observation of part of three lessons.

Overall, your work in developing the future economic well-being of pupils in your school is good. Several aspects of provision make an outstanding contribution to students' economic well-being. Students make good progress in their financial literacy and in their understanding of their career options. Through their work experience and other contact with employers, students also develop a good appreciation of the skills and attributes necessary for success in the workplace.

Features of effective practice:

- The school makes an excellent contribution to students' future economic well-being by its effective work in keeping vulnerable young people in education. Greatly improved attendance and outstanding practice in the aspects of pastoral care and inclusion were seen on this visit. Activities, such as the SID centre where students receive additional educational and emotional support, care and guidance, contribute to the very low levels of exclusion and help students to achieve well.
- The school works effectively to raise aspirations. Students' range of post-16 options is broadening. Sights are set high from an early age through initiatives such as the primary university. Very good arrangements exist for transfer from primary to secondary school.



INVESTOR IN PEOPLE

- The curriculum at Key Stage 4 makes an outstanding contribution and is well matched to the needs and interests of different students. The wide range of vocational courses captures the enthusiasm of learners. Innovative collaborative work with partner schools has extended the range of courses available. The comprehensive nature of the vocational offer provides all Key Stage 4 students with opportunities to develop economic and business understanding in relevant contexts.
- Standards in GCSE examinations are rising. In English and information, communication technology they are well above national averages. Student's good academic progress makes a strong contribution to their economic well-being.
- The school encourages all its students to become financially capable young people. Students have good knowledge and understanding in this area. A mathematics lesson was observed where links were made to the current economic and financial situation and students' understanding of finance was developed very well.
- There are a lot of good activities aimed at developing enterprising young people. There is provision for all through the above average number of enterprise days and the good range of additional activity supporting different groups of learners. However, the new curriculum is still to be embedded and students' experiences are not explicitly planned or their learning in this area monitored.
- Work experience provides a valuable insight into the business and adult world. It is well planned by the school with good preparation and follow-up. Students who had recently completed work experience were generally positive about the experience, but the quality was variable.
- Careers provision is generally strong. There is good careers education. However, some students perceive some aspects of the provision as being only relevant for students with problems. National quality standards are used as a tool for self-evaluation. Most standards are in place, but some still need development. These are mainly concerned with the involvement of learners in planning and review of provision.

Areas for further improvement, which we discussed, include:

- Insufficient learning outcomes for the area of economic well-being, and some poor tracking and monitoring of the outcomes of students' experiences.

I hope these observations are useful as you continue to develop economic well-being in the school.

As I explained, 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

Adrian Lyons
Her Majesty's Inspector

