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Mrs Julia Deery
The Royal Liberty School
Upper Brentwood Road
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Dear Mrs Deery

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 21 and 22 January 2009 to look at work on developing the future economic well-being of students in your school and careers education. I also looked at how well arrangements are made to support students during their transition into and from secondary school at ages 11 and 16.

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 30 students
- observation of parts of eight lessons.

Overall, the school's work in developing the future economic well-being of students is good. Older students make excellent progress in understanding their career options and the percentage of students continuing in learning post-16 has significantly increased and is now high. Most students develop a good level of self-confidence and good team-working skills. Through work experience, they develop a very good understanding of the skills, attributes and disciplines required by the workplace. They are also well informed about post-16 pathways and options. They have a good awareness of health and safety issues.

Features of effective practice:

- Students make good progress in developing their core skills and applying these in real-life contexts. They have good attitudes to learning and their behaviour in lessons is good.



INVESTOR IN PEOPLE

- The teaching seen was consistently good. Lessons have good pace and teachers deploy an appropriate range of styles that effectively engage students and meet their range of needs. Skilful questioning challenges students' thinking. Most students are engaged in learning and enjoy their work. Good use is made of information and communication technology (ICT) to support teaching and learning, where appropriate. Good references are made to real world examples. Students are given a good level of support and feedback on their work means that most know how to improve.
- The Key Stage 4 curriculum provides a good range of pathways and options. There is a good and growing range of opportunities for students to develop their economic and business understanding through specific vocational programmes. Careers education is well developed at Key Stage 4. Work experience provision is excellent and, for some students, this is supplemented by other very good work-based learning opportunities. Students have good opportunities to take on responsibility as prefects, science ambassadors and members of the school council. Business enterprise days and visits provide good enrichment opportunities. Young Apprenticeship programmes are offered in business, finance and catering. There are also good opportunities for students to develop presentation skills, explore how best to raise funds for good causes and to consider global issues.
- Intended learning outcomes are clearly identified for work experience and the certificate of personal effectiveness (COPE) programme. Students' progress towards these is assessed and tracked. Careers education is well managed at Key Stage 4. There are good links with local colleges, the local business enterprise partnership (HBEP) and various national bodies. Co-ordination of the work-experience programme is excellent. Activities to promote economic well-being and work-related learning have been audited across the curriculum. Leaver destination information is good.
- Students from different backgrounds and with different levels of attainment achieve well. Students with learning difficulties and/or disabilities, looked after children, students with English as an additional language (EAL) and gifted and talented students, are well supported. All students have good access to excellent impartial advice on post-16 options. There is good recognition of students' achievements. Work placements for students with learning difficulties and/or disabilities and gifted and talented students are of high quality.
- Support for students' transition at 11 and 16 is good. The school has very effective partnerships with feeder schools and local colleges and students are well supported prior to and during transition. Good support is provided by home-family support workers and learning mentors. Younger students are well supported by school prefects.

Areas for further improvement, which we discussed, include:

- Clarification of the intended learning outcomes to promote economic well-being for all students and development of a whole-school system for tracking students' progress towards these.
- Increased opportunities for students to develop their financial capability.

- Increased training and development opportunities for staff delivering the more technical aspects of the economic well-being curriculum, particularly financial literacy.

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

Vic Chivers
Her Majesty's Inspector