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Mrs Helen Renard
Robert Pattinson School
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Dear Mrs Renard

Ofsted monitoring of Grade 3 schools

Thank you for the help which you and your staff gave when I inspected your school on Tuesday 13 July 2010, for the time you gave to our phone discussions and for the information which you provided before and during my visit. Please also pass on my thanks to the Chairman of the Governing Body, the school improvement partner and students. I appreciated the discussions we had about what the school needs to do next in order to bring about further improvement.

The school has seen significant changes in staff since the last inspection. There is a new headteacher in post, the senior management team has been restructured and several new teachers, including some newly qualified, have joined the school.

As a result of the inspection on 30 – 31 January 2008, the school was asked to:

- raise achievement in Key Stage 3 to provide a stronger foundation for raising standards in Key Stage 4
- ensure that assessment is consistently effective, so all students receive regular and meaningful feedback that tells them how to improve
- improve systems for monitoring and evaluation to ensure that school policies are consistently implemented and their effectiveness regularly evaluated.

Having considered all the evidence I am of the opinion that at this time the school has made good progress in making improvements in addressing the issues and raising standards and good progress in demonstrating a better capacity for sustained improvement.

Standards across the school have improved. In 2009, the percentage of students in Key Stage 3 who reached Level 5 or above and Level 6 or above rose significantly. This provided a much stronger foundation for raising standards in Key Stage 4. From the extensive data which the school collects on students' progress, there is



convincing evidence that the pattern of improvement is continuing throughout the school with a sharp rise in 2010. The proportion of students on track to achieve five A* to C grades at GCSE, including English and mathematics, is greater than in previous years and above the national average. From their average starting points, this data indicates that these students have made good progress. The specialist languages status continues to have a significant impact on standards in the school. Students now have opportunities to choose from a broader range of languages, including Russian, and participation is high.

A key reason for the improvement in students' achievement is the strong focus on raising standards. The headteacher provides very clear direction for improvements and has been working hard with the senior leadership team to change the culture throughout the school to focus more sharply on improving standards and quality at all levels. School policies are now consistently implemented and their effectiveness regularly evaluated. Senior leaders' drive and determination to put students' achievement at the heart of the school's work has resulted in better systems and procedures for the monitoring and evaluation of provision and outcomes. Secure data collection and analysis, improved tracking of students' progress and targeted intervention are now in place and have impacted significantly on the improvement in achievement in both Key Stage 3 and Key Stage 4. Improved monitoring and evaluation and well focused training have resulted in an increased level of accountability that has raised teachers' expectations about what students can achieve. Actions have been taken to strengthen aspects of teaching such as matching tasks to clear learning objectives, and this has improved the quality of lessons.

The school has made good progress in improving data available to teachers. The impact of data on students' progress in individual subjects is now well established through rigorous tracking systems. Senior and middle leaders have a good understanding of where improvement needs to be made for individuals and groups of students. The school has improved the use of assessment, so that all students receive meaningful feedback that tells them how to improve. However, there is some inconsistency in how teachers use assessment in lessons so that all students know how well they are doing and what they could do to improve their work.

The school improvement partner has provided good support for the school.

I hope that you have found the visit helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Roger Whittaker
Additional Inspector



