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Mrs D Webster
Headteacher
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Dear Mrs Webster

Ofsted 2010–11 survey inspection programme: alternative provision

Thank you for your hospitality and cooperation, and that of your staff, during my visit on 2 November 2010 to look at your school's use of alternative provision. Please would you also thank the representative from one of your partners who took the time to meet me.

As outlined in my initial letter, the visit had a particular focus on examining the use of alternative provision for students who are vulnerable to underachieving, and the impact this has on the outcomes for these students.

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.

This letter briefly summarises our discussion at the end of the visit.

Outcomes

- Alternative provision is seen as a component of a curriculum which is flexible and constantly evolving to meet the needs of students. This is part of the school's determination to ensure that all students make at least good progress, leave with good results and are well prepared to be good citizens.
- Students recognise that working with other providers has given them particular knowledge in specialist subjects such as engineering or motor vehicle maintenance. They also feel it has increased their self-confidence, their team-working skills and is preparing them well for their future education, employment or training.

Selecting and commissioning

- The school has a culture of working in partnership with a wide range of other agencies to broaden students' experiences on-site and off-site. This includes working with the local college and a range of private and voluntary organisations. It has high expectations of its partners and works very closely with them continually to improve the provision on offer.
- Through a detailed knowledge of its students and rigorous monitoring of data the school has developed tailored responses to particular cohorts and particular individuals.

Monitoring, evaluation and support

- The school works closely with providers and parents. It listens carefully to its students' views when considering the effectiveness of its courses.
- A reflective and evaluative approach by staff, including aspects of value for money, means that alternative provision has been adapted, amended or discontinued.

I hope that these observations are useful as you continue to develop alternative provision in the school.

As I explained previously, a copy of this letter will be published on the Ofsted website. It may be used to inform decisions about any future inspection. A copy of this letter is also being sent to your local authority.

Yours sincerely

Stephen McShane
Her Majesty's Inspector