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10 June 2013

Mrs J Wilson  
Headteacher  
Northfleet Schools for Girls  
Hall Road  
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Kent  
DA11 8AQ

Dear Mrs Wilson

**Ofsted 2013 14 survey inspection programme: schools' use of alternative provision**

Thank you for your hospitality and cooperation, and that of your staff and students, during my visit on 22 and 23 May 2013 to look at the school's use of alternative provision. During the visit I met with senior leaders responsible for inclusion, behaviour and ethos, and the curriculum. I also met a group of students, and talked to students individually. I examined a range of documents, including students' achievement information. I also visited the following providers that your students attend: the North West Kent Alternative Provision Service and West Kent Health Needs Education Services.

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.

**Strengths of this aspect of the school's work**

- The provision has been given a high priority within the school and is well planned to accommodate the diverse range of students' needs. The foundation learning pathway is well thought-through to enable pupils to progress onto post-16 courses. Placements are based on students' needs with additional personalised provision sought when required. The offer of providers from the local authority supports students' needs well. Students access provision that is fit for purpose and relevant to their needs especially those who are potentially at risk of being excluded.

- Students are given good information, advice and guidance to ensure that courses are well-suited to their needs. Success rates are high on most Level 1 and Level 2 courses in vocational areas. This includes hair, hospitality and catering and work skills. Nearly all students progress onto further education or apprenticeships.
- There is very strong support for students with complex behavioural, emotional or health needs. There is effective liaison with parents and carers by the school and providers when there are concerns.
- There is a balanced curriculum that enables pupils to undertake all core subjects. Good arrangements have been made for them to gain appropriate English and mathematics qualifications.
- The school provides a good range of information to providers, and ensures that they know about any particular learning or social needs that the students have. Communication systems between providers are well developed, and ensure that any concerns, for example regarding students' non-attendance, are tackled swiftly.
- The majority of students enjoy their provision, and are happy with their placements. They say that it helps them to prepare for life by supporting their special needs, getting experience in working environments, and to develop relevant work skills. Many say their communication and team-working skills have improved significantly.

**Areas for improvement, which we discussed, include:**

- ensuring that off-site providers' reports comment on students' progress in personal development and employability skills and that evidence gained whilst they are on their placements is used in their work skills lessons at school
- thoroughly evaluating the suitability, outcomes and success of all placements to judge the relevance and appropriateness to students' experiences, and ensuring that when reporting back to the governing body, reports identify how well this specific group is performing
- ensuring that quality assurance reviews, including health and safety are regularly undertaken for all providers.

Yours sincerely

**Sam Morgan-Price**  
**Her Majesty's Inspector**