

Tribal  
1-4 Portland Square  
Bristol  
BS2 8RR

T 0300 123 1231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**Direct T** 0117 311 5323  
**Direct F** 0117 315 0430  
**Email:** suzy.smith@tribalgroup.com

23 January 2014

Mr Clive Pemberton  
Headteacher  
Wyedean School and Sixth Form Centre  
Beachley Road  
Sedbury  
Chepstow  
NP16 7AA

Dear Mr Pemberton

### **Special measures monitoring inspection of Wyedean School and Sixth Form Centre**

Following my visit to your school on 22 January 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the academy's recent section 5 inspection.

The inspection was the first monitoring inspection since the academy became subject to special measures following the inspection which took place in October 2013.

#### **Evidence**

During this inspection, meetings were held with senior leaders and members of the governing body. There were also a number of short visits to lessons. The academy's statement of action was evaluated.

#### **Context**

There have been very few changes to staffing since the school was deemed to require special measures. Extra capacity has been added to the senior leadership team from two senior leaders from local schools who have been seconded to work at the academy one day per week.

## **The quality of leadership and management at the school**

You have made a good start implementing the actions needed to begin the work of removing the academy from special measures. There is now a clear sense of determination and urgency from the governing body, senior leadership team and staff to ensure rapid improvements are brought about.

The statement of action significantly raises expectations on the quality of teaching and outcomes for students. The timescales that are in place are ambitious and reflects the determination that is evident in bringing about a rapid change at the academy. The statement of action has clear measurable outcomes and milestones with regards to the quality of teaching, which will enable the governing body to monitor if the academy is on track to meet its targets. In contrast, there are no similar milestones for monitoring students' achievement. Targets that have been set relate solely to Key Stage 4 and do not extend to incorporate Key Stage 5 students.

The main focus of improvement work is, rightly, on ensuring teaching is consistently good and better. An external consultant has worked alongside senior leaders to quality assure their judgements on the quality of teaching. Criteria for judging lessons have been redefined to ensure that the key focus is on the learning that has taken place. Senior leaders have worked alongside teachers with subject responsibilities to jointly observe their departments so as to improve their observation and feedback skills and to ensure consistency of judgements.

A scrutiny of students' work has been conducted alongside subject leaders. This has enabled these leaders to share the best practice within their departments and also to recognise when the quality of work is not good enough. As a result, a 'smarter marking' initiative has been developed and implemented. This is now ensuring that marking consistently informs students about how well they have done, and what they need to do to improve their work, while encouraging them to respond to their teachers. Your current data on the quality of teaching and students' achievement indicate clear improvement, which is encouraging. It also shows that standards remain slightly below the aspirational targets set and that there is more work to do.

While there are raised expectations on the quality of teaching, there are also higher expectations on students' attitudes to learning. Criteria have been included on students' reports to encourage them to take more responsibility for their own learning and to be actively involved in lessons. These expectations have been shared with parents and carers to ensure that they understand how their children can contribute to their own learning. During my short visits to lessons, students exhibited positive attitudes to learning. They spoke confidently and enthusiastically about the teaching they had received and the key learning points of the lesson.

Following the monitoring inspection these judgements were made:

The academy's statement of action is fit for purpose.

Having considered all the evidence, I strongly recommend that the academy does not seek to appoint newly qualified teachers.

I am copying this letter to the Secretary of State, the Education Funding Agency, the Chair of the Governing Body, the Director of Children's Services for Gloucestershire and the Academies Advisers Unit at the Department for Education. This letter will be published on the Ofsted website.

Yours sincerely

Simon Rowe  
**Her Majesty's Inspector**