

Lammas School and Sports College

Inspection report

Unique Reference Number	133287
Local Authority	Waltham Forest
Inspection number	341371
Inspection dates	30 June 2010–1 July 2010
Reporting inspector	Daniel Burton HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Comprehensive
School category	Community
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	735
Appropriate authority	The governing body
Chair	Mr Paul Redcliffe
Headteacher	Ms Shona Ramsay
Date of previous school inspection	5 March 2007
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. Inspectors observed 27 lessons taught by 27 teachers and visited a mixed-age tutorial session. They also made short visits to four learning support sessions. Inspectors observed the school's work and looked at policies, data and analyses, including the school's self-evaluation, governors' minutes and 116 questionnaires completed by parents and carers. They also looked at questionnaires completed by students and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- improvements since the last inspection in students' attainment by the end of Key Stage 4
- outcomes for students of Pakistani and Black Caribbean heritage
- the effectiveness of provision for students for whom English is an additional language.

Information about the school

Lammas School and Sports College is smaller than the average secondary school. There are higher proportions of boys than seen in other schools. Most students are of minority ethnic heritage, representing a wide range of minority ethnic groups. The largest groups include students from Eastern Europe, students of Black or Black British Caribbean heritage, students of Black or Black African heritage and Asian or Asian British Pakistani students. Eleven per cent of students are of White British heritage. Sixty per cent of students speak English as an additional language. The school experiences much higher rates of mobility than seen in other schools. The proportion of students with special educational needs and/or disabilities is well above the national average, although the proportion with a statement of special educational needs is broadly average. Most students with additional needs have moderate learning difficulties or need support to manage their behavioural, emotional and social difficulties. The proportion of students known to be eligible for free school meals is much higher than average. Since the last inspection, the school has become a specialist sports college.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Lammas School and Sports College is a good school. Its dedicated team of teachers have worked hard and effectively to improve the school since its last inspection. As a result, attainment has risen since the last inspection and outcomes for students are good. Many features of students' personal development are now outstanding. The impact of the headteacher in embedding ambition and driving improvement is widely recognised by staff and students. She is supported well by an able team of senior and middle managers. Improvements to provision have been underpinned by accurate self-evaluation which demonstrates the school's good capacity for sustained improvement. The school has some key strengths.

- Provision for care, guidance and support is outstanding. Students from a very wide range of backgrounds, including those whose circumstances make them potentially vulnerable, report that they feel very safe in school. Work to support students with additional and sometimes complex needs through specialist intervention programmes has had a clear impact in raising achievement and improving behaviour.
- Strategies to promote community cohesion are exemplary. Leaders and managers are acutely sensitive to students' diverse cultural backgrounds and experiences and have used this information highly effectively to ensure that the school is an extremely cohesive community. This work helps to ensure that students' spiritual, moral, social and cultural development is outstanding.
- Students behave well in lessons and around the school. Lessons are conducted in a calm, purposeful atmosphere where students are keen to do well.
- Leaders and managers have secured improvements to the quality of teaching and learning, with the result that teaching is now good.
- The introduction of a condensed skills-based Key Stage 3 curriculum is beginning to have a clear impact in raising the attainment of younger students in English, mathematics and science, from often very low starting points.
- As a result of these improvements, attainment by the end of Year 11 has improved significantly since the last inspection and is now broadly average.

The headteacher and her team know that there is more work to be done to build upon these improvements and, particularly, to ensure that the best practice in teaching and learning is seen more widely across the curriculum.

While specialist support for students with special educational needs and/or disabilities and for those who speak English as an additional language is strong, there remain inconsistencies in teachers' skills in planning to fully meet students' additional needs in lessons. Similarly, while many teachers make excellent use of rich assessment information

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to inform their lesson planning, in some lessons, students are expected to do the same work at the same pace regardless of their differing levels of ability. In these lessons, opportunities are missed to develop students' independent learning skills through challenging personalised activities. Not all teachers are equally skilled in using assessment during lessons to check the learning and understanding of the whole group.

While a comprehensive professional development programme is in place to support teaching, systems to evaluate the training are not yet sufficiently rigorous to enable the school to assess its impact on teaching and learning.

While students' basic skills are supported increasingly well through the revised Key Stage 3 curriculum and discrete tutorial sessions, lessons across the curriculum do not yet consistently build upon the gains students make in improving their levels of literacy and numeracy.

What does the school need to do to improve further?

- Ensure that the best practice in teaching and the use of assessment to promote learning is seen everywhere, with the result that, by December 2011, at least 85% of lessons secure good or better progress for all groups of learners, by:
 - improving teachers' skills in fully meeting the needs of students with special educational needs and/or disabilities and those who speak English as an additional language
 - ensuring that the best practice in the use of assessment to check the learning of the whole group and to provide high levels of stretch and challenge for all groups of learners is seen everywhere
 - increasing opportunities for students to take responsibility for their own learning through more regular opportunities to discuss ideas, take risks and share and test hypotheses in pairs and in groups
 - strengthening systems to monitor and evaluate the impact of the school's extensive professional development programme to ensure that all activities have a clear impact on teaching and learning
- Fully embed existing good practice to promote students' basic skills by improving the quality and consistency of work to promote literacy and numeracy across the curriculum.

Outcomes for individuals and groups of pupils

2

Students enjoy coming to school and get on extremely well together. They value very highly the school's extensive peer mediation programme. Students have responded well, after initial uncertainty, to the new system of mixed-age tutoring. These, and other strategies such as 'Super Learning Days' have helped to strengthen the bond between students of different ages. Hence, students report that, while they feel extremely safe, they also know a whole raft of support is available should ever they need help.

Students make a very significant contribution to the school and local community. The school council is an influential body and students are routinely consulted about all aspects of provision. Students are rightly proud of their extensive work in the local community,

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including for, example, the refurbishment of a local Under 7s play area. Students' work with local businesses and their support for older members of the community are having a significant impact in strengthening the school's improved reputation. One student, typifying the comments of others, told inspectors, 'On community super learning days, I am proud to tell people I'm from Lammas.'

Students' commitment to healthy lifestyles is excellent. Staff have ensured that high proportions of students from all backgrounds participate in extra-curricular sports and other activities. For example, carefully targeted provision has ensured that much higher proportions of Pakistani girls participate in sporting activities in lessons and after school than before. Students most at risk of living unhealthy lifestyles have been proactive in seeking support to improve their health, for example to reduce their weight or to stop smoking.

Students make good progress in the large majority of lessons because lessons are well organised and conducted in a very positive learning atmosphere. Students respond best when they are given well-planned opportunities to take charge of their own learning. In these lessons, progress is accelerated because teaching strategies enable the teacher to assess how well the whole class are doing and adapt the lesson to provide additional support or challenge. In some lessons, students make only satisfactory progress because they have to spend too long listening to the teacher and learning is not sharply enough matched to their individual needs. This particularly slows the progress of the more able students. Students with moderate and specific learning difficulties make good, and sometimes outstanding, progress when they are supported by the school's team of effective learning support assistants. Similarly, students at the early stages of learning English benefit from good support by specialist staff who are able to use their shared home language to help accelerate students' understanding. However, in lessons where additional support is not available, some students sometimes only make satisfactory progress because not all teachers are equally skilled in tackling barriers to learning.

The school's work to raise the achievement of Black Caribbean students has been highly effective, with the result that the attainment of this group of learners is now well above average. Strategies to raise the achievement of Pakistani students are now also beginning to have an impact in raising their attainment.

In lessons, inspectors observed students from the wide range of ethnic groups achieving equally well.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teaching benefits from excellent relationships between students and adults. Teachers make good use of high quality resources, including information and communication technology (ICT), to promote enjoyment and engagement. However, while teaching is good overall, the very best practice in the use of assessment is not yet seen sufficiently widely to secure consistently outstanding progress for students from their sometimes very low starting points. However, some excellent teaching was seen, including in art and physical education. In these lessons, teachers fully exploited students' good, and often outstanding, personal development by giving them responsibility to direct their own learning. Excellent use of assessment meant that teaching was sharply matched to individual needs. However, this excellent practice is not seen consistently enough to secure outstanding progress in lessons.

Students benefit from a curriculum which matches their needs well and from a good range of choices at Key Stage 4. Improved provision for vocational learning, including BTEC qualifications and 14-19 diplomas, is having a marked impact in raising the achievement of increasing numbers of students. Students who speak English as an additional language benefit from a well-planned intervention programme, including specialised digital resources, to accelerate their confidence in using English. The curriculum is enhanced by an imaginative programme of 'Super Learning Days' which cover a wide range of skills and topics, including work-related learning, sports and community service. The school offers a

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very wide range of extra-curricular activities which are valued and enjoyed by large numbers of students.

Students benefit very clearly from the excellent pastoral care they receive. The school works with a wide range of agencies to support the most vulnerable students and is acutely sensitive to their pastoral and emotional needs. Robust strategies to improve attendance have had a clear impact, with the result that attendance is above average and incidents of persistent absenteeism below average. The school is rightly proud of its work to improve the attendance of the increased numbers of Gypsy/Roma students on roll. Good support in the learning support unit has had a clear impact on reducing the number of fixed-term exclusions, and the school is increasingly successful in tackling the over-representation in the exclusion figures of Black Caribbean students. Excellent guidance has ensured that the proportion of school leavers not in employment, education or training is well below average.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Leaders and managers have proved to be effective in raising the quality of teaching, with the result that the great majority of teaching is securing good learning and progress. Clear expectations, coupled with effective provision to promote teachers' professional development, have significantly reduced the proportion of satisfactory teaching. The new teaching and learning policy reflects the ambition of all staff to further increase the proportion of good and outstanding lessons.

Strong systems of accountability are in place to focus the work of all staff on raising students' achievement. Rigorous tracking of students' progress ensures that tutors, subject leaders and senior staff have a very clear understanding of how well students are performing against their personal targets. Governors enjoy an increasingly high profile in school and offer good support and challenge to help ensure the school meets its challenging targets. However, systems to evaluate the impact of some areas of the school's work are less strong than others. For example, while the progress of individual students with special educational needs and/or disabilities is tracked rigorously, systems are not yet in place to evaluate the effectiveness of provision in removing specific barriers to learning.

The award of specialist sports college status has had a clear impact in raising achievement in physical education and in securing students' commitment to healthy lifestyles. Well-planned strategies are in place to increase the impact of the specialism across the curriculum.

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The school's commitment to promoting equality of opportunity and tackling discrimination is exemplified by the effectiveness of its actions to raise the achievement of Black Caribbean students. Strategies to raise the achievement of students of Pakistani heritage are beginning to have a clear and positive impact.

The school site is very secure and systems to safeguard the welfare of all students are effective.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

The very large majority of parents who completed the Ofsted questionnaires are very supportive of the school and the quality of education it provides. Almost all parents agreed or strongly agreed with the statement, 'My child enjoys school'. The questionnaires indicate that the very large majority of parents support most aspects of the school's work. A very small minority of parents responded less favourably to the statements regarding the school's work to promote healthy lifestyles, and its provision for consulting parents and enabling them to support their child's learning. Inspectors judged that students demonstrate outstanding commitment to healthy lifestyles, and that the school's engagement with parents is good overall. Inspectors agree with the 90% of parents who agreed or strongly agreed with the statement, 'The school is led and managed effectively.'

Responses from parents and carers to Ofsted's questionnaire

The inspection team received 116 completed questionnaires by the end of the on-site inspection. In total, there are 735 pupils registered at the school.

Ofsted invited all the registered parents and carers of pupils registered at Lammas School and Sports College to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	63	54	51	44	2	2	0	0
The school keeps my child safe	51	44	60	52	4	3	0	0
My school informs me about my child's progress	60	52	50	43	4	3	0	0
My child is making enough progress at this school	55	47	51	44	10	9	0	0
The teaching is good at this school	51	44	57	49	6	5	0	0
The school helps me to support my child's learning	45	39	53	46	14	12	0	0
The school helps my child to have a healthy lifestyle	39	34	58	50	14	12	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	50	43	55	47	6	5	2	2
The school meets my child's particular needs	40	34	61	53	11	9	1	1
The school deals effectively with unacceptable behaviour	49	43	56	49	9	8	1	1
The school takes account of my suggestions and concerns	35	30	64	55	8	7	4	3
The school is led and managed effectively	43	37	62	53	8	7	0	0
Overall, I am happy with my child's experience at this school	58	50	52	45	3	3	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



2 July 2010

Dear Students

Inspection of Lammas School and Sports College, London E10 7LX

Thank you for the warm welcome you gave to inspectors when we recently visited your school. Here are our main inspection findings.

- Your school has improved significantly since the last inspection and now provides a good quality of education.
- You make good progress at school and your standards of attainment by the end of Year 11 are now broadly average.
- Your school provides outstanding care, guidance and support. You told us that you feel very safe in school and are well cared for if ever you need extra help or support.
- Your school is an extremely cohesive community where everybody gets on well together. Your work to support your friends, for example as peer mediators, is really commendable. It was good to hear how your extensive community work helps you to share your pride in your school with the local community.
- Your behaviour has really improved and your attendance is now above average. This, and good teaching, has helped to underpin the good progress you now make.

We have asked your teachers to build on these improvements by making your lessons even better by making sure that:

- all lessons fully meet everybody's needs, including students with special educational needs and/or disabilities and those who speak English as an additional language
- you are given more opportunities to take responsibility for your own learning
- training to improve teachers' skills really benefits you in lessons
- more lessons help you to improve your literacy and numeracy skills.

You can help by continuing to work hard and by keeping up your good attendance.

Yours sincerely

Daniel Burton

Her Majesty's Inspector

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