

# Kelmscott School

## Inspection report

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<b>Unique Reference Number</b>	103105
<b>Local Authority</b>	Waltham Forest
<b>Inspection number</b>	355318
<b>Inspection dates</b>	13–14 October 2010
<b>Reporting inspector</b>	Gill Close

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

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<b>Type of school</b>	Comprehensive
<b>School category</b>	Community
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	893
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Saiyyidah Stone
<b>Headteacher</b>	Lynnette Parvez
<b>Date of previous school inspection</b>	10 October 2007
<b>School address</b>	245 Markhouse Road London E17 8DN
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. They observed 40 lessons taught by 40 teachers, and held meetings with students, staff, governors and one of the school's partners. Their observations of the school's work included registrations, assembly, extra-curricular activities and lunchtime. They looked at records of students' attainment and progress, improvement planning, self-evaluation, lesson monitoring documents, policies, minutes of governing body meetings, exclusion data and attendance figures. They also evaluated questionnaire responses from 222 parents and carers, 368 students and 37 staff.

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

- Attainment in the core subjects of English, mathematics and science.
- Learning and progress across subjects and groups, in particular for pupils with special educational needs and/or disabilities who receive support through school action.
- The impact of exclusion on behaviour and continuity in learning.
- Provision to raise levels of literacy.
- The effectiveness of leaders in bringing about improvement and raising attainment, particularly in the core subjects.

## Information about the school

Kelmscott School serves an ethnically diverse community, with the largest group of students being of Asian Pakistani heritage. Three in every five students speak a first language other than English, of whom over 50 are at an early stage of learning English. One third of students are known to be eligible for free school meals, which is more than twice the national average. One third of students have special educational needs and/or disabilities, the main ones being behavioural, emotional and social needs, and moderate learning difficulties. One student in six joins the school after the beginning of Year 7. The number of students is average, but there are more boys than girls.

The school has held specialist status in humanities and business enterprise since 2007. It has gained the Full International School award, Quality in Study Support status and Investor in People.

**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

Kelmscott is a good school. Through excellent care for each individual, it enables pupils to develop good personal qualities and make good progress. Pupils get on well together in a happy, friendly community and help each other. They very much enjoy coming to school. They have made consistently good progress for the last three years from their low starting points and their attainment has risen to average overall. However, in the core subjects of English, mathematics and science, they reach below average standards, which this year rose to become closer to the average.

The careful monitoring of everyone's progress and well-being ensures that support is put in place rapidly and pupils are guided precisely in their choices for the future. Pupils enjoy the excellent range of courses that are regularly adapted to meet their needs and interests. The good teaching in lessons, supplemented by the interventions for everyone who is at risk of falling behind, underpins the good progress that pupils make. Whilst there is much good and better teaching, some is not good enough to raise attainment quickly as it does not involve pupils sufficiently actively in learning or in assessing their own progress. It sometimes does not leave pupils long enough to work independently, provide the appropriate level of challenge and support, or check how well everyone is doing. In some mathematics lessons, pupils are not helped enough to develop the reasoning skills and understanding they need for the future.

The capacity for further improvement is good. Leaders have focused successfully on improving standards, behaviour and attendance. They evaluate accurately the main strengths and weaknesses. Monitoring of teaching has led to improvement, but does not always place sufficient emphasis on pupils' progress or on pinpointing and supporting the most important areas for development. Plans link well across the school and have clearly brought about improvement, although some do not highlight the key priorities or specify measurable success criteria, so their impact is sometimes hard to evaluate.

## What does the school need to do to improve further?

- Raise attainment, particularly in the core subjects of English, mathematics and science, through improving the quality of teaching to develop more active learners who take responsibility for their learning, by:
  - providing substantial time in lessons for group work, for practical activity and for pupils to develop their learning through talking and using their initiative
  - involving all pupils in participating actively in each part of the lesson, including responding to questions, and monitoring everyone's learning throughout

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- matching challenge, particularly for higher attainers, and support more closely to the needs of each pupil
- involving students routinely in making assessments of their own progress against well-understood criteria and identifying ways to improve
- placing greater emphasis in mathematics on developing the understanding of concepts and the reasoning needed to use and apply the subject.
- Sharpen the monitoring and evaluation by leaders at all levels, through:
  - focusing on key priorities, including those to raise the quality of teaching, with measurable success criteria
  - consistently evaluating the impact of actions and initiatives
  - using a tighter system for monitoring teaching quality, identifying areas for improvement and supporting them.

**Outcomes for individuals and groups of pupils****2**

In most lessons, pupils concentrate well, listen to the teacher and work hard. They are keen to do well. In the best lessons, they participate eagerly in group work and in assessing their progress. In some lessons, they are too passive and do not develop their initiative because they spend too long listening or the activities set are routine.

Pupils' achievement is good because their attainment is average and pupils make good progress. There is little difference in attainment or progress between groups of pupils. Through a concerted effort, standards at Key Stage 4 have risen in subjects where results were previously low, and markedly so in English and geography. Preliminary figures indicate that 45% of pupils have gained five or more GCSE grades A\* to C, including in English and mathematics. The school's inclusive ethos is reflected in the higher than average proportion of pupils that attain at least five grade G passes at GCSE every year. In the core subjects, pupils make above average progress during their time in the school, but those with high prior attainment make less progress than others. Attainment at Key Stage 3 is rising, although it remains below average, particularly in English and science.

In the last three years, pupils with special educational needs and/or disabilities who receive more targeted support than through school action have attained significantly higher than similar pupils nationally. They make more progress than pupils who receive support only through school action, because their needs and support are monitored more effectively by their teachers and the special educational needs staff. Pupils for whom English is an additional language receive effective early support and make good progress.

Pupils say they feel safe and know who to turn to if they are worried. They show great care for each other, referring concerns to staff and defusing potential problems. Prefects play a substantial role in this. Behaviour around the school and in lessons is generally good, although there are occasions when it is not managed well and pupils become inattentive. Although rates are above average, exclusion is used effectively, together with internal inclusion, to promote good behaviour. Pupils are involved in decision making, particularly through the school council, and their views on teaching have recently been surveyed. They understand well how to adopt healthy lifestyles, although a small minority would like more help from the school to promote their health. The majority eat school lunch. All take part in the inter-form sports competitions and many participate in additional

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physical activity, but a few older girls do not. Pupils apply their below-average basic skills soundly and develop satisfactory skills for their economic well-being. They do not demonstrate the consistent level of initiative or attendance to prepare them more effectively for the future.

*These are the grades for pupils' outcomes*

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

<sup>1</sup> 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?**

The teaching is typified by good relationships between staff and pupils. In the best lessons, pupils are keenly engaged in a variety of activities that make them all think hard. Teachers monitor everyone's progress and adapt the lesson accordingly. Pupils use criteria that they understand to assess their own and each other's attainment, then decide what they need to do to improve. Teachers use probing questions that extend pupils' understanding, and support literacy development through talk and structured written work. In some lessons, pupils are not able to make good progress because the work does not meet their needs well enough, or give them sufficient opportunity to take initiative and develop their own ideas. They spend too little time talking, working in groups, doing practical activity, or using information and communication technology (ICT). In some mathematics lessons, the focus on teaching the methods for answering questions does not give enough emphasis to understanding and reasoning. The use of assessment to provide work of appropriate demand and well-tailored support, to monitor how everyone is

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progressing during lessons, to show pupils how to improve and to involve them in gauging their own progress varies and is satisfactory overall.

The curriculum offers a wide range of vocational and academic courses, some through strong collaboration with partners. Excellent guidance and flexibility for early changes ensure courses meet everyone's needs. The specialist subjects of English, history and business provide many courses and enrichment activities. High attainers enjoy studying separate sciences and classical civilisation. There are both vocational and academic courses in various subjects, such as in the specialist area of business and economics, as well as entry-level qualifications, for example in adult literacy. Recognising the need to raise literacy levels, the school has introduced discrete literacy teaching throughout Key Stage 3 and emphasised the development of literacy across the curriculum. Pupils study for an ICT qualification in Key Stage 3 and some learn ICT through other subjects in Key Stage 4. Pupils praise the trips and special activities, such as a visiting zoo, and days when the timetable is suspended, for example for enterprise activities. Provision for vulnerable pupils is particularly well tailored, monitored and adapted, so pupils with special educational needs and/or disabilities and those in the early stages of learning English do as well as their peers, and those who have been excluded do not fall behind. The high participation in enrichment opportunities, such as breakfast club, sport before school and the many other optional activities, contributed to the Quality in Study Support award.

The school monitors pupils' well-being and progress extremely well and targets support to ensure that no one falls through the net. Staff work closely with a range of agencies to support vulnerable pupils, pursuing issues relentlessly where necessary. The school finds ways to ensure that pupils with special educational needs and/or disabilities are able to participate, for example so pupils in wheelchairs take part in sporting activities. Through a specific project, it successfully supports Turkish and Somali pupils and works with their families to raise achievement. New systems for raising attendance have been effective overall and in lowering the amount of persistent absence. Transition arrangements from primary school help pupils to settle in particularly well. The school's guidance informs pupils' choices at age 16 very well and contributes to the high percentage that continue in education or employment.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

The school sets challenging and realistic targets which have helped standards to rise. Leaders convey high expectations to staff, who share their drive for improvement and are involved in the planning to achieve it. They evaluate the impact of many initiatives and

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actions, but not consistently or always against measurable success criteria. Resources are being managed well to deal with the deficit arising from inherited financial commitments. Governors know the school's strengths and weaknesses, and are increasing the first-hand evidence they collect from staff, although they do not have systems for seeking and acting on the views of parents and pupils. They discharge their safeguarding responsibilities appropriately. Good systems for safeguarding pupils ensure that issues are well understood by staff and pupils, and that any concerns are followed up scrupulously. Recruitment and vetting procedures are thorough.

Following a careful audit, the school has involved pupils in an extensive range of activities that have made an impact locally and beyond, for example through building bridges between groups in the local community. Although not rigorous, the evaluation identifies their impact. Pupils mix extremely well together and understand deeply the importance of a cohesive community. The school's international links, which include contact with pupils in India and Jamaica, have contributed to gaining the Full International School award. The close relationship with the adjacent adult disability centre broadens pupils' understanding well. The school's good liaison with parents of vulnerable pupils, including those with special educational needs and/or disabilities, has a significant positive impact on well-being and achievement. Through thorough tracking of each pupil's performance, the school has narrowed gaps between groups to a minimum. Pupils known to be eligible for free schools meals attain at least as highly as their peers, and significantly above similar pupils nationally. Vulnerable pupils are supported well in participating in activities, although records do not provide a systematic overview. There is a strong and successful emphasis on promoting equality, even though the policy lacks precision about actions and about the required monitoring of their impact.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>



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## Views of parents and carers

One quarter of parents responded to the questionnaire. The vast majority agreed that their child enjoys school and is kept safe. Fewer than average thought that their views were taken account of, that they were informed about their child's progress or that they were helped to support their child's learning. Inspectors found that the school issues questionnaires at parents' evenings and when considering a substantial change, such as to the timetable, and acts upon responses but does not consistently convey to parents the findings of the surveys or how they influenced its consequent actions. Inspectors found that, each year, parents have one formal opportunity to discuss their child's progress and receive one full report and two grade summaries. The school rightly recognises that the reports provide insufficient subject-specific guidance on how to improve and has put measures in place to achieve this. Inspectors found that grades on reports do not consistently provide clear information about how well pupils are doing and that opportunities are missed to set short-term subject-specific targets that inform parents more regularly, such as in exercise books and pupils' planners.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kelmscott School 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.

The inspection team received 222 completed questionnaires by the end of the on-site inspection. In total, there are 893 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	74	33	135	61	11	5	2	1
The school keeps my child safe	70	32	141	64	8	4	1	0
My school informs me about my child's progress	61	27	114	51	34	15	4	2
My child is making enough progress at this school	53	24	138	62	18	8	3	1
The teaching is good at this school	53	24	137	62	18	8	1	0
The school helps me to support my child's learning	43	19	127	57	34	15	4	2
The school helps my child to have a healthy lifestyle	43	19	134	60	33	15	4	2
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)	67	30	117	53	14	6	6	3
The school meets my child's particular needs	38	17	141	64	25	11	5	2
The school deals effectively with unacceptable behaviour	65	29	124	56	22	10	2	1
The school takes account of my suggestions and concerns	40	18	124	56	27	12	8	4
The school is led and managed effectively	56	25	138	62	10	5	7	3
Overall, I am happy with my child's experience at this school	70	32	126	57	11	5	7	3

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



15 October 2010

Dear Pupils

**Inspection of Kelmscott School, London E17 8DN**

Thank you for welcoming us to your school and for telling us about it. We found that it is a good school. You and your parents told us that you enjoy coming to school. We saw that you all get on well together and help each other. You are offered an excellent range of courses and activities.

The excellent way the teachers care for you and the good teaching enable you to make good progress. The standards you reach in English, mathematics and science are below the national average so we have asked the school to raise them. Most of the teaching is good. You told us you enjoyed these active and interesting lessons but that some others were not as good. We found that sometimes you were too passive in lessons because teachers did not challenge all of you to think hard, or support you if you needed it, and did not give you enough time to work together. We have asked teachers to help you take more responsibility for your learning by giving you more opportunities to use your initiative during lessons and involving you more in assessing how well you are progressing towards your target level or grade and what you need to do to improve. We have also asked them to help you understand mathematics better. You can help by thinking hard about your work and how to make it better.

The senior leaders have made sure that the school has improved and know what is needed to continue this trend. We have asked them to check teaching more systematically and to evaluate the impact of their actions more precisely.

I wish you success in school and in helping it to improve.

Yours sincerely

Gill Close

Her Majesty's Inspector

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