

Henry Compton Secondary School

Inspection report

Unique Reference Number	100358
Local Authority	Hammersmith and Fulham
Inspection number	335530
Inspection dates	6–7 July 2010
Reporting inspector	Nasim Butt

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

Type of school	Secondary
School category	Community
Age range of pupils	11–16
Gender of pupils	Boys
Number of pupils on the school roll	578
Appropriate authority	The governing body
Chair	Mr Andy Masheter
Headteacher	D Ramjee
Date of previous school inspection	29 November 2006
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Introduction

This inspection was carried out by four additional inspectors. Inspectors observed 27 lessons and saw 26 teachers teach. Inspectors also had a conversation with governors and met with staff, the School Improvement Partner and groups of pupils. They observed the school's work, and scrutinised the school improvement plan, governing body minutes, the school's tracking data and self-evaluation documentation. Inspectors also analysed questionnaires completed by 30 parents, 22 pupils and 17 staff.

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

- the effectiveness of leaders at all levels in raising attainment and accelerating the progress of White British and more able students
- students' attainment in English and science
- how well teachers use tracking and assessment systems to support students' learning
- the impact of the school's specialism in promoting the future economic well-being of students
- the impact of the school's promotion of community cohesion at national and global level.

Information about the school

The school is below average in size and has been a specialist science and mathematics college since September 2006. The proportion of students eligible for free school meals is high, and most speak English as an additional language. The mobility of students is well above average. The proportion of students who have special educational needs and/or disabilities is also above average. The school has been part of a federation with Fulham Cross Girls School since September 2009. Key Stage 4 students were not present in school during the inspection because of examination leave (Year 11) and work experience (Year 10).

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

Henry Compton provides a good standard of education. Students feel very safe in this caring environment due to exemplary safeguarding procedures. The school promotes community cohesion very effectively and this contributes to this being a very harmonious and happy school. Students' consistently good behaviour makes a strong contribution to their good learning. Support for vulnerable students is well targeted and they are fully integrated into the life of the school.

The school faces exceptionally challenging circumstances due to high levels of student mobility throughout the year. Over the years, this has had a significant impact on attainment. Attainment was low until 2008. Since then, attainment for Year 11 students has risen significantly. GCSE results in 2009 were much higher than in the past, and for those students currently in Year 11 attainment in the key subjects of English, mathematics and science is broadly average. This means that students have made good progress from their below average starting points. Achievement for students who have been at the school since Year 7 is good and this reflects broadly three quarters of all students. Students who join the school at unexpected times are well supported, so they also make good progress but do not always reach average levels of attainment, often due to interruptions in learning, emotional difficulties or because they sometimes arrive at the school with limited English. Although attendance is close to the national average and gradually rising, the school is working hard with governors to reduce the level of persistent absence which remains high.

The improved attainment and good progress in school link directly to the good leadership and good learning opportunities. Most teaching is good, and there are examples of outstanding teaching, although in science most teaching observed during the inspection was consistently satisfactory. This, coupled with weaknesses in subject self-evaluation, means that science as one of the specialist areas does not have the desired impact in enriching other areas of the curriculum. School leaders recognise that the good practice evident in English and mathematics needs to be shared with science.

The school is well led. The headteacher and his senior team provide clear direction. Their school improvement planning is based on thorough analysis of strengths and weaknesses identified through rigorous monitoring of the school's work and the tracking of students' progress. However, the good practice in teaching and assessment evident in stronger areas, like English, mathematics and music, is not currently being used to secure consistently good achievement in all subjects. Recent improvements in provision, in particular those linked with an exciting curriculum and strong care, guidance and support, demonstrate that the school is well on the way to meet challenging targets this year. This, supported by the school's track record of lifting attainment, indicates that the school has good capacity to improve further.

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What does the school need to do to improve further?

- Raise attainment in English, mathematics and science by:
 - working with teachers to make sure that all teaching, learning and the use of assessment information are at least consistently good
 - using the good practice in some areas to secure consistently good achievement in all subjects.
- Improve leadership and management in science so that this key subject makes a strong contribution to enriching other areas of the curriculum.
- ? Build on the good work in improving attendance so that the proportion who are persistently absent falls below the national average.

Outcomes for individuals and groups of pupils

2

Standards seen in lessons and students' books were broadly average and rising, confirming the outcomes shown in the school's own accurate data. In the majority of lessons students make good progress and in some it is outstanding. Opportunities for structured role play in English and the use of synthesising software in music motivated pupils, resulting in high levels of enjoyment for all groups. Year 8 students worked well in pairs in a science lesson applying their knowledge of how science works to test their predictions about the impact of insulation on the rate of cooling. Year 9 pupils made good progress when reflecting on the skills and attributes of members of their school community, and using this as a context to evaluate their own strengths and weaknesses. In many classes, students who speak English as an additional language were seen to be engaged well in learning because of good visual resources backed up by effective personalised support. Similarly, students with special educational needs and/or disabilities make good progress because of the secure understanding of their needs. White British students were also seen to engage purposefully with learning, making good progress in most lessons. However, sometimes learning is no more than satisfactory, especially in science, due to lack of opportunities for students to purposefully interact. Where there is pace in the lessons, coupled with individual short-term targets, students' motivation to learn is good. This was particularly evident in most of the mathematics and English lessons seen but less so in science.

Students behaved well around the school and in lessons. They are polite and courteous to visitors and speak confidently and enthusiastically about their experiences at Henry Compton. Students of different ages and backgrounds mix really well together. They have a heightened awareness of the different cultures and faiths represented in modern Britain. Many older students show consideration for younger pupils who reciprocate by showing respect for their older peers. Exclusions have fallen as a result of the good care and pastoral support in place, particularly through the work of the school's learning support unit and progress tutors.

Healthy lifestyles are promoted well as demonstrated by the high take up of a range of physical activities that develop students' sporting prowess and fitness potential. Students' spiritual, moral, social and cultural development is good. A rich curriculum provides plentiful opportunities for students to attribute meaning to experience, and to take part in musical productions. Attendance has improved from low to average because of the impact

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of effective procedures that are consistently applied and monitored. However, a small minority of students are persistently absent and some do not get to school on time. Students develop their numeracy and literacy skills in a wide range of areas and this helps to prepare them appropriately for future education and the world of work.

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	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
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	3
The extent of pupils' spiritual, moral, social and cultural development	2

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?

In the best lessons, in particular English, mathematics and music, appropriate challenge moved students on at a brisk pace. Teachers use information and communication technology and other resources well. They encourage collaboration in paired and group work and inspire students to produce work of which they can be proud. Less effective lessons, on the other hand, are characterised by extended periods of the teacher talking to the class. This results in students becoming passive learners. In addition, the good assessment data available are not used to match lesson activities to the varying needs of the students. As a result, the more able students do not make the progress they should.

An expanding and responsive curriculum is enhancing choice and opportunity for students in Key Stage 4. The vocational element is improving and is increasingly well matched to the needs and aspirations of Henry Compton's students. The good range of enrichment activities makes a strong contribution to promoting students' health and fitness. Strong local networks, coupled with impressive overseas links in China, India and Afghanistan for example, make an outstanding contribution to students' cultural understanding.

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Students are well cared for and supported. The school is effective in identifying needs and swiftly organising appropriate support. For example, those at the very early stages of learning English receive good induction and personalised support as a result of which they feel comfortable when integrated with the mainstream. Their progress in developing their language skills is systematically tracked. Most of the support for students with additional needs is provided in mainstream classes, showing that the school is a very inclusive organisation. Vulnerable students often thrive in the caring atmosphere that envelops them.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher has been successful in communicating a clear vision and galvanising the school community towards raising achievement for all students. He and his senior team provide clear direction, based around the school's aims. Their concerted effort is driving improvements in teaching and the curriculum which, in turn, are leading to improvements in students' progress. Self-evaluation is strong in English and mathematics, but less effective in science. The school recognises this and has plans in place to redress the imbalance. The governing body is well led, has a clear understanding of the school's qualities and is fully involved in planning for the school's future as part of a federation. It provides support and challenge for the school in equal measure.

The school has put in place very effective arrangements for safeguarding the welfare of its students and for making sure that those working with them are properly vetted. The school works particularly well to develop students' safe use of the Internet and the excellent practice in all aspects of safeguarding is shared across the federation. Responsibilities are clear, so that the school provides a very safe environment for all. Staff and governors take their duties to promote equal opportunities seriously, and leaders successfully ensure that discrimination of any sort is not tolerated. As a result of concerted action at senior and middle management level, the gap between the attainment of White British boys and other ethnic groups is closing fast. Parents are very supportive, and the school is working to canvass their views more frequently. Partnerships with other providers are strong. For example, the school's involvement in the Black Pupils' Achievement Project is having a positive impact on raising achievement by breaking down barriers to learning and enhancing students' self-esteem. The school has a very clear understanding of the local community and the context within which it works. Annual events such as 'International Day' coupled with purposeful global links help to ensure that community cohesion is outstanding.

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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	3
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	1
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

From the very small number of responses received, almost all parents are supportive of the school and are happy with their child's experience at the school and the opportunities provided for them. The very small number of parental concerns related to the school taking account of parental suggestions and concerns. The school recognises that it has more work to do in canvassing the views of parents more frequently.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Henry Compton 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 30 completed questionnaires by the end of the on-site inspection. In total, there are 578 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	9	30	20	67	1	3	0	0
The school keeps my child safe	17	57	12	40	1	3	0	0
My school informs me about my child's progress	15	50	15	50	0	0	0	0
My child is making enough progress at this school	9	30	21	70	0	0	0	0
The teaching is good at this school	15	50	15	50	0	0	0	0
The school helps me to support my child's learning	8	27	22	73	0	0	0	0
The school helps my child to have a healthy lifestyle	12	40	17	57	1	3	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)	13	43	16	53	1	3	0	0
The school meets my child's particular needs	7	23	22	73	1	3	0	0
The school deals effectively with unacceptable behaviour	7	23	22	73	0	0	1	3
The school takes account of my suggestions and concerns	7	23	19	63	2	7	0	0
The school is led and managed effectively	17	57	13	43	0	0	0	0
Overall, I am happy with my child's experience at this school	17	57	13	43	0	0	0	0

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.



8 July 2010

Dear Students

Inspection of Henry Compton School, London SW6 6SN

Thank you for welcoming the inspection team into your school and also for telling us what you thought about the school. We now know that you enjoy school and work hard, as seen in your improving results and good progress. We judged the school to be good, with safeguarding and community cohesion as outstanding aspects of its work. Your attainment in English and science was low for a while in the past, but now you are on track to achieve the expected levels in your work. Overall, your progress is good. In the main, this is due to the good teaching, curriculum and care, guidance and support the school provides. Inspectors found that teaching is good in English and mathematics, but satisfactory overall in science.

You have a good understanding of how to stay healthy and safe. We saw some good examples of the contributions you make to your school community. In addition, we were very impressed with the opportunities you have, locally and globally, to develop your cultural understanding. The headteacher leads and manages the school effectively and is well supported by his senior leaders.

We have asked the school to:

- raise attainment, especially in English, mathematics and science, so that more of you reach the expected levels in your work
- improve leadership and management in science so that this key subject makes a strong contribution to enriching other areas of the curriculum
- build on the good work in improving attendance so that the proportion who are persistently absent falls below the national average.

You can help the school to further improve by working hard to achieve your targets and getting to school on time

Yours sincerely

Nasim Butt

Lead Inspector

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