

# Haberdashers' Aske's Hatcham College

Pepys Road, London, SE14 5SF

**Inspection dates** 14–15 January 2014

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Children in the Nursery and Reception classes get off to a good start.
- Progress in Years 1 and 2 is good. By the end of Year 6, pupils have made outstanding progress and their attainment in reading, writing and mathematics is above average.
- The pattern of exceptional progress is sustained through Key Stages 3 and 4. As a result, the proportion of students gaining five A\* to C passes including English and mathematics is well above average.
- The sixth form is outstanding. Students continue to make excellent progress in the highly effective range of subjects and courses they study. Attainment in A-level examinations is high.
- Teaching is outstanding. Lessons invariably capture students' enthusiasm for learning and progress is rapid.
- Behaviour and safety are outstanding. Students are proud to attend the college and highly motivated to do their very best.
- The college provides an excellent range of learning opportunities and additional activities that promote students' academic progress and personal development exceptionally well.
- Students' spiritual, moral, social and cultural development is outstanding. The promotion of racial harmony within the college's richly diverse community is exemplary.
- The Principal, school leaders and the governing body do a highly effective job in maintaining the excellent quality of teaching and ensuring students' outstanding progress is sustained.

## Information about this inspection

- The inspectors observed parts of 43 lessons. They were accompanied a member of the college's senior leadership team during 34 of the observations.
- Meetings were held with the chief executive of the Haberdashers' Aske's Trust, governors, the Principal and other senior leaders, teachers who hold additional responsibilities, parents and students.
- The inspectors looked at the work in students' books.
- The inspectors took into account the school's information about students' attainment and progress, its evaluation of its strengths and weaknesses and the resulting plans for improvement. The inspectors also looked at a range of documents and policies concerning school management and keeping students safe.
- The inspectors considered the 168 responses to Ofsted's online survey (Parent View) for the current year. They also conducted discussions on the telephone with several parents.

## Inspection team

Godfrey Bancroft, Lead inspector	Additional Inspector
Jane Ladner	Additional Inspector
Rosemarie McCarthy	Additional Inspector
Heidi Boreham	Additional Inspector
Clifford Walker	Additional Inspector

## Full report

### Information about this school

- This college is much larger than the average-sized school. It is an all-through school, providing for students between the ages of three to 18, and currently operates from three different sites.
- The proportion of students from minority ethnic groups and the proportion of students who speak English as an additional language are much higher than found in the majority of schools.
- The proportions of disabled students and those who have special educational needs supported at school action, school action plus or through a statement of special educational needs are all below average.
- The proportion of students supported by additional government funding through the pupil premium, which supports those known to be eligible for free school meals, looked after by the local authority or from families with a parent in the armed forces, is above the national average.
- The college meets the government's current floor standards for students' attainment and progress for both its primary and secondary phases.
- There are currently no students who are taught at alternative provision away from the college.
- The college is governed by the Haberdashers' Aske's Educational Trust and is the lead school of the Trust's Federation, incorporating two other local academies.
- Hatcham Temple Grove Free School, which is also governed by the Trust, opened on the college site in 2013.

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

- Make sure that all teachers make full use of information about the capabilities of disabled students and those who have special educational needs to fine-tune these students' work in lessons.
- Use marking effectively in all subjects to help students to make their work even better.

## Inspection judgements

### The achievement of pupils is outstanding

- Children join the Nursery with skills and knowledge that cover a wide range of ability, but are lower overall than those expected for their age. They make good progress in the Nursery and Reception classes and consolidate it in Years 1 and 2, joining Year 3 with broadly average attainment in reading, writing and mathematics.
- Across the primary phase, standards are rising. A marked improvement has taken place over the last five years. The best progress is evident in pupils' early reading skills and their ability to grasp an understanding of the sounds made by letters and words (phonics). This progress is amply illustrated by the results of the annual national Year 1 phonics screening check, which shows standards that are much better than found in the majority of schools.
- By the time pupils join Year 7, standards in reading, writing and mathematics are above average. The proportion of pupils making and exceeding the expected levels of progress is also much higher than found nationally. The proportion of pupils attaining higher than expected levels is also rising.
- Students make exceptional progress in Key Stages 3 and 4. For each of the last five years, the proportion of students gaining five A\* to C passes, including English and mathematics, has been well above the national average. A recent relative weakness in science has been tackled effectively and, this year, the proportion of students gaining A\* to C passes in all subjects is on course to be well above average. The college no longer makes early entries to GCSE examinations.
- Students' progress in the sixth form is also outstanding. Attainment in AS-level examinations is broadly average, but students' progress accelerates rapidly in Year 13 to the extent that standards in most A-level subjects are high.
- All students who leave the sixth form go onto higher education or employment. A significant number go on to study at some of the country's most highly regarded universities.
- At each key stage, the majority of students supported by pupil premium funding are approximately a term behind those in other groups. Even so, their progress is better than that of similar pupils nationally. The additional Year 7 'catch up funding' is being used to good effect, resulting in any students who were lagging behind at this stage making increasingly rapid progress in English and mathematics.
- In some cases, the progress of the relatively small number of students who are disabled or have special educational needs lags behind that of students from other groups. However, it is of note that some of these students also make exceptional progress.
- Students who come from minority ethnic backgrounds, including those who speak English as an additional language, make exceptional progress and attain high standards in national tests and GCSE examinations.

### The quality of teaching is outstanding

- Highly effective teaching is evident in many subjects, but especially so in mathematics and music. In these, and a range of other subjects, teachers show exceptional subject knowledge.

Teachers use questioning exceptionally well to draw on students' existing knowledge, but also to promote debate, to challenge and to extend students' understanding.

- Relationships between teachers and their students are exceedingly positive. Many students express their appreciation for the support they receive. They value the encouragement that teachers give them through recognising and celebrating their achievements and efforts.
- With few exceptions, despite the challenge of often teaching on at least two of the three sites, lessons start promptly and invariably continue at a cracking rate of learning. Students rise to the challenge because teachers make lessons exciting and learning is interesting. Teachers are always looking to seek out and capitalise on students' abilities and talents.
- Any students who show signs of falling behind are quickly identified and given the support they need to catch up. This includes students starting in Year 7. Effective help is also provided for those students who are entitled to benefit from the pupil premium. In this respect, teaching assistants make a highly effective contribution to students' learning.
- Teaching in the Early Years Foundation Stage is good. It focuses effectively on helping children to acquire the basic skills that they need to underpin their future progress, particularly in literacy and numeracy.
- Teachers also prepare students very effectively for GCSE, AS-level and A-level examinations by identifying and closing gaps in their learning. This strategy is proving to be highly effective in English and mathematics and has been adopted in science. As a result, the vast majority of students fulfil their potential and attain the grades of which they are capable. In a small number of isolated cases, the work prepared by teachers for disabled students and those who have special educational needs does not take full account of their particular abilities or of the stage they have reached, so they do not progress as rapidly as their classmates.
- Assessments of students' attainment and progress are accurate. Teachers ensure that students are fully aware of the grades and levels they have attained. They also help students to focus on their targets and on what they need to do to sustain their often-excellent progress.
- Many teachers provide students with helpful advice through the marking of their work. However, in a small number of cases, students' work is not marked often enough for the process to be useful. In other instances, the written comments made do not give students sufficiently helpful advice that will contribute to their continued progress.

### **The behaviour and safety of pupils** are outstanding

- The college's work to keep students safe and secure is outstanding. Students say they feel safe and well cared for. They are confident that should they experience any problems, be they academic or personal, teachers and other adults will do all they can to help them to face the challenge. Parents are similarly confident that this is the case.
- Students are proud of their college and its traditions. One sixth form student reflected the view of many when she commented, 'I am proud to attend a college that has such high expectations and standards.' To be elected as a prefect, head boy or head girl is an honour highly prized. Students relish opportunities to take responsibility, such as when sixth form students provide mentoring and support for younger students and pupils in the primary phase.

- The behaviour of students is outstanding. Students show tremendous enthusiasm during lessons. They are ever eager to contribute by answering questions and participating in debate. They are also ambitious to do as well as they possibly can. While inspectors were discussing her A-level art work, one student, when asked what grade she was aiming for, responded without the slightest hint of arrogance by simply saying, 'The highest.'
- Attendance in all phases of the college is above average.
- The management of behaviour by staff is exemplary. Incidents of inappropriate behaviour are rare. The number of students excluded for poor behaviour is very low, with such a sanction only ever used as an absolute last resort. For their part, students are consistently courteous, well-mannered and very helpful and supportive of each other.
- Younger pupils say there are occasionally minor instances of bullying, but they are invariably resolved amicably. All students have a good understanding of the damage that bullying in its various guises has the potential to inflict. They are appreciative and understand fully the dangers posed by the misuse of mobile telephones and of the various forms of social media.
- The racial harmony evident throughout the college, and the understanding and respect students have for those who come from other backgrounds and cultures, are of the very highest quality.

### **The leadership and management** are outstanding

- The chief executive, Principal, school leaders and the governing body are committed to ensuring that every student is given the opportunity to do their best. This includes providing outstanding leadership for the primary phase and for the sixth form.
- The way in which senior leaders have ensured students' exceptional progress and helped teachers and subject leaders to overcome any relative glitches provides a clear indication of the potential to sustain improvements in the future. Most telling of all is the improvement in the primary phase, where achievement has risen dramatically.
- The college's self-evaluation is accurate and realistic. Plans for continued improvement are targeted precisely on ways of sustaining exceptional progress and maintaining high standards. The impact of initiatives to promote continued improvement is checked regularly and evaluated accurately by the chief executive, college leaders and the governing body.
- Information about students' attainment and progress is used well by senior leaders as part of the process of identifying areas for improvement. However, some teachers when working with students who have a special educational need, are not sufficiently confident in interpreting the messages given by this information.
- College leaders are committed to promoting high-quality teaching. The college's work within the federation is highly beneficial in providing the training needed to bring this about. Arrangements for the appraisal of teachers' performance and the application of the national teaching standards are linked closely to the targets for improving students' progress.
- The number of responses to Ofsted's online survey (Parent View) was relatively low for a school of this size. Some of those who did respond are unhappy with aspects of the college's work. For example, some feel that the level of homework provided for their children is not right and others are not happy with the rate of their child's progress. Some parents feel strongly that college leaders do not listen or respond to their concerns. However, other parents who spoke with

inspectors were more than happy with all aspects of the college's work.

- The college provides an excellent range of learning opportunities and additional activities that make an outstanding contribution to students' academic progress and personal development. After-school activities attract high levels of participation, and opportunities linked with almost every subject are provided. Revision and additional optional learning opportunities are also available in almost all subjects. Musical activities have a very high profile and the college's orchestra and choir are held in high regard. Students also have access, should they wish, to an excellent range of educational visits to various parts of the British Isles and far-flung parts of the world, including Cuba, Iceland and New York.
- Assemblies, musical activities, opportunities for reflection during lessons and to consider the needs of others all make a highly effective contribution to students' spiritual and social development. Students' cultural understanding is stunningly good in terms of the respect and understanding they show to those who come from backgrounds and cultures that are different from their own.
- Teaching and the curriculum in the Early Years Foundation Stage meet children's learning needs well. The college has chosen to provide an academic sixth form, which meets the needs of the high proportion of students who choose to stay on, exceptionally well. The college also works effectively to ensure that any students who reach the sixth form stage and wish to follow a work-related pathway are provided for well. The advice and guidance provided for the various pathways into higher education or the world of employment are of high quality.
- The primary school sports funding is being used effectively to provide opportunities for Year 5 pupils to join the 'Lewisham Young Leader' course and for pupils to have additional opportunities and specialist coaching in, amongst other sports, athletics, basketball, netball and tag rugby.
- The college has embarked on preparing for the revisions to the National Curriculum which come into place in September 2014. Arrangements include training to support preparation by teachers and the appointment of a Director of Curriculum to oversee the introduction of the changes.
- The college is the lead academy for the three Haberdashers' Aske's local academies. Governors and college leaders provide valued support for improvement planning, raising standards and increasing rates of students' progress. Staff at all levels work together closely, sharing training opportunities and expertise. They also support each other in bringing about improvements in the quality of teaching.
- **The governance of the school:**
  - The governors are frequent visitors to the college. They have an excellent grasp of how well the various groups of students are progressing and are well informed about the quality of teaching. Governors are also involved fully in overseeing arrangements to ensure that teachers are rewarded appropriately for the quality of their performance. Central to this knowledge is the excellent quality of information provided for governors by the chief executive of the foundation, the Principal and subject leaders. Governors also benefit from access to high-quality training opportunities provided within and beyond the Foundation. Governors are not afraid to address areas of concern or to ask challenging questions; for example, about achievement in science. They are well equipped to do so and are keeping a watchful eye on the impact of improvements plans. Governors are meticulous in their management of the college's financial resources. They are fully aware of the impact on students' progress of additional resources, such as the pupil premium and primary school sport funding. The college's arrangements for safeguarding students and for child protection meet current national requirements.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	135073
<b>Local authority</b>	Lewisham
<b>Inspection number</b>	431933

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

<b>Type of school</b>	All-through
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3–18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	1816
<b>Of which, number on roll in sixth form</b>	328
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Bruce Powell
<b>Principal</b>	Declan Jones
<b>Date of previous school inspection</b>	6 July 2011
<b>Telephone number</b>	020 7652 9500
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