

Kelmscott School

245 Markhouse Road, Walthamstow, London, E17 8DN

Inspection dates 4–5 December 2013

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|--------------------------------|----------------------|-----------------------------|----------|
| Overall effectiveness | Previous inspection: | Good | 2 |
| | This inspection: | Requires improvement | 3 |
| Achievement of pupils | | Requires improvement | 3 |
| Quality of teaching | | Requires improvement | 3 |
| Behaviour and safety of pupils | | Good | 2 |
| Leadership and management | | Requires improvement | 3 |

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Achievement requires improvement. The progress made by students in English and those known to be eligible for pupil premium funding has not been rapid enough in past years.
- Literacy is not promoted well enough in subjects other than English. Numeracy is also not sufficiently promoted across the curriculum.
- Students supported by pupil premium funding achieve less well than other students; gaps between their performance and others' are not closing quickly enough in English and mathematics.
- Teaching is not consistently good and not enough is outstanding. Not all students are fully challenged in lessons, especially the most able.
- There are inconsistencies between middle leaders in terms of their understanding of their roles and responsibilities and how effectively they carry them out.

The school has the following strengths

- Students' achievement in a broad range of subjects has improved. This is particularly true in mathematics and science.
- Disabled students and those with special educational needs, as well as students from different ethnic backgrounds, achieve well.
- Care and support for students, especially those whose circumstances make them vulnerable, are particularly strong.
- Attendance has improved and is now above average. Exclusions are falling. Good behaviour is typical and working relationships between staff and students are very strong.
- Year 7 catch-up funding is used well to support students with weak reading skills. They are now making good progress as a result of a highly cohesive programme to support them.
- The school's promotion of students' spiritual, moral, social and cultural development is strong; it makes a positive contribution to all aspects of school life.
- Leaders, supported by governors, have acted decisively to address a drop in achievement in 2012, especially with regard to English which improved in 2013 and is improving further.
- Students are happy at school.

Information about this inspection

- Inspectors observed 37 part-lessons including 12 joint lesson observations with senior members of staff.
- In lessons, inspectors looked at teaching and learning and discussed progress with students. They also conducted a number of shorter visits to lessons focusing on behaviour, especially in lessons covered by supply teachers. They looked at samples of work, especially in English, mathematics and science, focusing on attainment, progress and assessment.
- Meetings were held with senior leaders, middle managers and other staff as well as a small number of parents and carers who asked to speak to the inspection team. The lead inspector met with representatives of the governing body and the local authority.
- Inspectors held meetings with groups of students in all key stages including Year 12 students. Inspectors held informal discussions with a range of students during break and lunchtimes to gather their views.
- Inspectors looked at a range of documentation including information showing students' attainment and progress, performance management data, lesson observation records and safeguarding documentation.
- Inspectors took account of 22 responses to the online questionnaire (Parent View) as well as 44 responses received from the staff questionnaire.

Inspection team

| | |
|------------------------------|----------------------|
| Paul Metcalf, Lead inspector | Additional Inspector |
| Ivy Hoolas | Additional Inspector |
| Beverly Dobson | Additional Inspector |
| Nardeep Sharma | Additional Inspector |

Full report

Information about this school

- Kelmscott School is an average sized 11 to 16 community comprehensive school with specialisms in humanities and business & enterprise.
- The school, in association with the local authority, offers a number of places to post-16 students who are not yet ready to join college or take up employment. At the time of the inspection there were 25 such students in Year 12 from a variety of schools across the borough. The school does not use any alternative off-site provision.
- The majority of students in the school are of Pakistani heritage with significant numbers of White British, White European, Asian, African and Indian students. The proportion of students from minority ethnic groups and who speak English as an additional language is very high.
- The proportion of disabled pupils and those with special educational needs supported through school action is in line with the national average. The proportion of students supported at school action plus or with a statement of special educational needs is well above national average.
- The proportion of students known to be eligible for the pupil premium, which is additional government funding for students in receipt of free school meals, looked after children and children from service families, is well above the national average. The number of students eligible for the Year 7 catch-up premium is similarly high.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress at the end of Key Stage 4.

What does the school need to do to improve further?

- Increase the proportion of good and outstanding teaching to raise students' achievement by:
 - raising the progress made by students in English and by those known to be eligible for pupil premium funding
 - using data more sharply so that work matches students' different abilities and increases the challenge for students, especially the most able
 - making sure that literacy is promoted in all subjects and that teachers plan lessons to include opportunities to develop students' literacy and numeracy
 - ensuring that marking and assessment are more consistent and that students respond to the advice and guidance that they are given
 - systematically identifying, through more regular and formal lesson observations, and then sharing good and outstanding teaching practice.
- Improve the effectiveness of leadership and management by:
 - ensuring that leaders focus on improving the progress in all subjects, especially English, and that pupil premium money is targeted on narrowing the gap
 - developing the role and skills of middle leaders so that they can all play a full part in leading the improvements that are needed
 - improving the skills of the governing body in order to hold the school more closely to account for its performance.

An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Students join the school with attainment which is well below national averages; many of them have weak literacy skills. By the end of Year 11, students' attainment is in line with national averages although the proportion of students gaining five A* to C grades at GCSE including English and mathematics remains significantly below the national average.
- Attainment has fluctuated over time with a significant dip in 2012. The school has worked hard to overcome this through improved teaching and a much greater focus on developing students' literacy skills. The school's tracking of students' attainment suggests that attainment will improve significantly in 2014. The school does not enter any students for GCSE examinations early.
- The disappointing progress data in 2012 have been reversed with progress data for 2013 showing improvement in English, mathematics and science. The proportion of students making expected progress and the proportion exceeding this compare favourably with national data while equivalent figures for English are improving.
- School data, lesson observations and work samples confirm that progress in English and mathematics is now good. Performance in other subjects, especially science, is also improving as a result of better teaching, literacy support, careful tracking and focused professional support. Most parents and carers agree that their child is making good progress.
- Equality of opportunity is promoted throughout the school and available data are used well, ensuring that staff have a good awareness of individual students' abilities in their class. Students who are disabled or who have special educational needs and those from all the different ethnic groups make similar progress overall.
- Students receiving the Year 7 catch-up funding make similar progress to those who are not in receipt of such funding because of extra support, including effective literacy support and individual mentoring.
- Students in receipt of pupil premium funding are approximately one term behind other students and the gap in their attainment is not reducing quickly enough. Differences in rates of progress have reduced in 2013 and are on course to close further in 2014.
- There is a strong drive to develop students' literacy skills. Targeted students receive one-to-one and small-group support in reading. Their literacy skills are consolidated by guided reading and the reinforcement of basic skills in their English lessons, although not enough in other subjects.
- Students' numeracy skills are developed well in mathematics but not yet sufficiently promoted in other subjects. Students' use of technology is encouraged and all students are well prepared for the next stage of their education, training or work.

The quality of teaching

requires improvement

- Teaching requires improvement because teaching is not consistently good, not enough is outstanding and teaching over time has not yet resulted in students' achievement being good.
- In some lessons the level of challenge is not high enough, especially for the most-able students. In such lessons students are not given enough opportunities make use of the skills they have learned or develop their research skills.
- In the best lessons, relationships are particularly strong and teachers use a variety of teaching strategies such as pair and group work where students share their learning and support one another. Teachers' subject knowledge is secure and lesson planning is well considered although not always followed through into the teaching.
- Marking is regular but the quality is variable. The best practice includes self- and peer-assessment so that students are fully involved in their own assessment and appreciate exactly what they have to do to improve. In the most successful lessons, teachers' questions encourage students to develop their verbal responses, helping to boost their confidence and strengthen their speaking skills.

The behaviour and safety of pupils are good

- Students, staff and parents and carers say that behaviour has improved significantly. It is clear that the good behaviour seen during the inspection is typical of behaviour over time. Around the building and in lessons students generally behave well, following instructions and ensuring that learning time is not wasted. Behaviour management is good.
- Effective systems, including carefully collected data, ensure that students who do not behave well are quickly targeted and suitably supported. These systems are relatively new so that their impact is not fully evident.
- Students say they feel safe and that staff deal effectively with the very rare instances of bullying which arise. They are clear that racist attitudes are not acceptable in their school. They have a good understanding of the different forms of bullying, including homophobic and cyber bullying. Parents and carers agree that their child is safe at school.
- Students say that they enjoy coming to school. Attendance is above the national average as a result of improved systems to identify and support students whose attendance is not high enough. The behaviour policy has had a positive impact and students know what is expected of them. As a result, exclusion rates - which were well above average in 2012 - have fallen.
- Students in Year 12 spoke positively about the support and encouragement the school provides for them. They said that staff were hugely accommodating and helped them to extend their learning and to consider their future career pathways. They appreciated the extra time in a school setting which allowed them to better prepare for further education or the world of work.

The leadership and management require improvement

- Leadership and management require improvement because students' achievement has not been consistently good. Senior leaders have clearly demonstrated that they have the capacity to improve because, except for results in 2012, achievement has improved steadily over a number of years. The school's data for the present Year 11 students' achievement confirm that it is continuing to rise.
- Senior leaders have taken decisive and successful action to address the underperformance of core subjects in the 2012 examinations. A strong focus on improving teaching, achievement, behaviour and literacy last year led to rapid improvements in these key areas.
- Middle leaders are well placed to drive forward improvements in teaching and learning because they are all strong teachers but there are inconsistencies in their understanding and undertaking of their roles. Senior managers are not always rigorous enough in holding middle leaders to account.
- Leaders have a realistic understanding of the strengths and weaknesses of the school. However, some departments' development plans are overlong and do not focus on precise actions to improve teaching and raise achievement.
- Performance management has recently become much more robust and is beginning to be used more to inform decisions around staff's pay. Systems for monitoring and evaluating the quality of teaching have improved and lesson observations feed into the appraisal process. However, formal lesson observations have been too infrequent to support teachers in developing their expertise. The school does not always evaluate the quality of teaching accurately, sometimes thinking it is more effective than it is.
- The headteacher and senior leaders' expertise in working with students and families in vulnerable circumstances has ensured that the care and support for all students are strengths of the school's provision.
- The curriculum is broad and balanced. It enables students of all abilities and interests to develop their knowledge and skills. Extra-curricular activities and enrichment opportunities are popular. The post 16-curriculum is particularly well designed to meet the needs and aspirations of vulnerable students who might find other provision intimidating.

- The provision for students' spiritual, moral, social and cultural development is strong and makes a positive contribution to all aspects of school life. Cultural understanding is promoted through a range of cultural evenings and links with a school in Jamaica. Lessons in religious education and citizenship explore beliefs, values and feelings.
- Specialist status in humanities and business education has also contributed to the development of students' enterprise skills which support them well in their future paths of education and employment.
- The school receives good support from the local authority in developing students' behaviour and safety, improving teaching and learning, and supporting development of leaders' expertise.
- The school's arrangements for safeguarding meet statutory requirements. The school actively promotes safe practices across the school but the related policy needs reviewing annually rather than every two years.
- **The governance of the school:**
 - Governors have a good grasp of the qualities of teaching and learning as a result of their regular visits into school and useful feedback provided by senior staff and middle leaders. Governors are fully aware of the links between performance management staff's pay progression.
 - The governing body knows how the school needs to improve. Members have received training and have a good understanding of achievement data and where the school stands in relation to national averages.
 - However, governors have not been quick enough in holding the school to account for its performance, and in checking that target setting is rigorous enough to ensure rapid and sustained improvement, especially in the core subjects.
 - Governors have not analysed in depth the way pupil premium funding has been spent. Because of this, they are not fully aware of whether it is allocated wisely and why the gap in standards between students who are eligible for this funding and others is not narrowing.
 - Governors undertake regular checks to ensure that the school is a safe place. They contribute to the rigorous safeguarding procedures that ensure that the school meets requirements.

What inspection judgements mean

| School | | |
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| 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

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| Unique reference number | 103105 |
| Local authority | Waltham Forest |
| Inspection number | 425655 |

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

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| Type of school | Comprehensive |
| School category | Community |
| Age range of pupils | 11–17 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 895 |
| Appropriate authority | The governing body |
| Chair | Rhys Morgan |
| Headteacher | Lynnette Parvez |
| Date of previous school inspection | 13–14 October 2010 |
| Telephone number | 020 8521 2115 |
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