

# Leytonstone School

Colworth Road, Leytonstone, London, E11 1JD

**Inspection dates** 7–8 January 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
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

- GCSE results are below the national average and there has been little improvement in recent years.
- Progress in some subjects is not rapid enough and there are some groups of students who make less progress than their classmates.
- There is too much teaching that requires improvement and there is not enough outstanding teaching.
- Leaders and managers have not held teachers rigorously to account for the progress made by their students.

### The school has the following strengths

- The school is a caring and happy community. Students are respectful of each other and of the different beliefs and cultures in the school.
- Students attend regularly, enjoy their learning and behave well.
- Governors provide strong support and challenge and have acted decisively to ensure that the school is able to make the necessary rapid improvements.
- Staff are very supportive of the new leadership team. The new interim headteacher is very clear about what needs to be done.

## Information about this inspection

- Inspectors observed 38 part lessons, 11 jointly with senior staff.
- They observed behaviour around school and in the playground.
- They scrutinised students' work in lessons.
- They held meetings with the interim headteacher, members of the senior leadership team, groups of staff, four members of the governing body and a representative from the local authority. Discussions took place with groups of students, both formally and informally.
- The inspection team scrutinised school documents, including the school's own evaluation of how it is doing, the school development plan, the school's teaching and learning observations, minutes of governing body meetings and statistical information about students' achievement, attendance and exclusions.
- Inspectors considered 50 responses to the online questionnaire (Parent View) and analysed 66 completed staff questionnaires.

## Inspection team

Ann Short, Lead inspector

Additional Inspector

Angela Skinner

Additional Inspector

John Viner

Additional Inspector

Avtar Sherri

Additional Inspector

## Full report

### Information about this school

- The school is a slightly smaller than the average secondary school.
- There are more boys than girls in the school. Just over a third of students are girls.
- The proportion of students eligible for the pupil premium (additional funding for those known to be eligible for free school meals, looked after students and those from armed service families) is higher than average. Currently in the school there are no students from service families and a very small number of looked after students.
- A number of Year 7 students are eligible for catch-up funding which is for students who did not attain level 4 in English or mathematics at the end of primary school.
- The school is ethnically very diverse. The largest groups are Pakistani, other White, White British and Black Caribbean.
- The proportion of disabled students and other students who are supported at school action are higher than average. The proportion supported at school action plus or with a statement of special educational needs is also higher than average.
- The proportion of students who speak English as an additional language is very high.
- The proportion of students joining the school at other than normal times is well above average.
- The school uses Hawkeswood Therapeutic School as alternative provision, when required. Only very few students currently attend.
- The school currently meets the government's current floor target, which sets the minimum expectations for students' progress and attainment.
- The headteacher retired at the end of December 2013 and an interim headteacher, formerly deputy head at the school, has been in post since the start of this term.

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

- Increase the proportion of good and outstanding teaching by:
  - making sure that marking across the school is regular and of a high standard so that all teachers give students clear advice about how to improve their work
  - improving the use of questioning to deepen students' understanding and develop their thinking
  - ensuring that all students are engaged in their learning
  - the regular setting and marking of purposeful homework.
- Accelerate the progress made by students by:
  - raising expectations of what they are able to achieve, including the most able and those supported through the pupil premium
  - ensuring that all leaders and teachers use information more consistently about students' progress across the school to quickly identify and take effective action to tackle underachievement
  - monitoring more closely how well students are achieving compared with their targets
  - ensuring that the good start which has been made to literacy development is continued and that the good strategies now in place are used consistently by all teachers.

- Improve leadership and management by:
  - holding all teachers rigorously to account for the progress of their students through an effective performance management system
  - ensuring that all teachers are challenged to keep improving their own practice and that they are provided with the support and professional development they need to do this
  - evaluating rigorously the impact of all interventions, including those supported by the pupil premium funding.

An external review of the school's use of the pupil premium 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

- The majority of students join the school with broadly average attainment but results in the proportion of students gaining key measures of five or more GCSE, including English and mathematics, are below the national average and there has been no improvement in recent years.
- Taking into account their previous test results, in 2013 students made the progress expected of them in mathematics, but too many did not make as much progress as they should in English. In 2012 students' progress in English was similar to the national averages. School information and inspection evidence indicate that the progress in English of students currently in the school is improving.
- Girls make better progress than boys especially in English and the gap in achievement is larger than is normally seen.
- Disabled students and those with special educational needs make progress similar to their classmates, and so their achievement requires improvement although some good support is beginning to help them to learn more effectively. This year they are making at least expected progress in mathematics and in English.
- There is some good support for students who speak English as an additional language. For example, some additional help has been provided for them after school since September. These students make progress similar to their classmates.
- The gap in achievement between students who are eligible for the pupil premium and those who are not has closed slightly but is still too wide. There is approximately a grade difference in achievement in both English and in mathematics.
- The most able students make good progress in mathematics. Overall, more-able students make progress which is in line with similar students nationally. Sometimes, they are not challenged sufficiently in lessons so that they do not make as much progress as they could.
- Black Caribbean students do not achieve as well as they should, although their achievement has improved. A number of those from this group who underachieved in 2013 were boys. A programme of support for this group of students is in place to help them make better progress.
- The Year 7 students supported through the Year 7 catch-up funding make good progress in developing the skills they need to help them to be successful.
- About a third of students studied for three separate GCSEs in science and achieved well in these subjects. The proportions gaining grade C and above are well above the national average for all three subjects. Overall, the progress of students in science is slightly better than average.
- Students make consistently good progress in modern foreign languages.
- The curriculum in the school is an academic one, with a small number of entries for a vocational subject and for an applied subject. Outcomes in terms of average point scores for GCSE specific examinations are above average for all groups of students.
- The school has decided to end the previous policy of entering a small number of students early for GCSE mathematics because it does not benefit them.

### The quality of teaching

### requires improvement

- Teaching requires improvement because not enough students make consistently good progress.
- Marking is inconsistent across the school. In a number of subjects it is not regular enough and it does not give students clear guidance about what they need to do to improve. Moreover, students are not given enough opportunities to reflect and act upon the advice given so its impact is limited.
- The school has recently improved the way in which targets for students are set so that they are

more consistent and there is more challenge. Most students understand what their targets are. However, teachers' monitoring of progress against targets is not always done as well as it should be.

- When teaching is good or better there are high expectations of what students are able to achieve.
- Most teachers plan and structure lessons with a variety of activities. Where teaching is effective, teachers engage and motivate the students with enthusiastic teaching, good resources and strong subject knowledge. In a Year 10 English lesson, students were inspired by stimulating teaching to thoughtful and insightful interpretation of character. In some lessons, activities are less engaging and the most able are not challenged enough.
- Some teachers are skilled at checking learning throughout the lessons and at using questioning to develop understanding. For example, in an outstanding science lesson the teacher probed and questioned until all the students were able to explain their answers and their reasoning. In a mathematics lesson for a group of students who found mathematics very challenging, the teacher structured questions in easy steps to provide encouragement, gave confidence and promoted thinking, so that the students were able to make very good progress. However, other teachers do not use questioning as well as they could.
- Additional adults in the classroom provide good support for learning.
- A recent initiative has begun to improve the consistency and quality of homework set across the school. This is being monitored to ensure improvements are maintained. Information about homework is available to students and parents on the website.
- There has recently been a determined drive to improve literacy across the curriculum and a number of initiatives are beginning to have an impact. There has been an increased focus on reading and on extended writing. Some good support for literacy was seen during the inspection in both science and in mathematics. Plans are now in place to co-ordinate and monitor developments across all subjects.

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

- The behaviour of students is good. Students behave well in lessons. When teaching is good, students' positive attitudes contribute to their learning.
- Teachers waste little time in managing behaviour, and low level disruption is uncommon. The majority of staff and parents agree that behaviour is well managed.
- Students know how they are expected to behave. They are generally polite and respectful to each other and to adults. They act sensibly around the school despite the cramped corridors and stairways. Boys and girls work and play well together.
- Behaviour has improved because of the careful work done by the school to support students who have difficulty in managing their own behaviour. As a result, the number of fixed-term exclusions has reduced. The number of internal sanctions used, for example detentions, has also reduced.
- Students enjoy coming to school and attend well. Attendance is above average and improving and the school has worked hard to improve punctuality to lessons and to school.
- The school's work to keep students safe and secure is good. Students feel safe in school. Parents and staff agree that students are kept safe. They are taught to keep themselves safe, for example when using the internet.
- Students understand different types of bullying and report that bullying of any sort is rare. If it happens it is dealt with quickly and effectively.

### **The leadership and management** requires improvement

- Leadership and management require improvement because neither achievement nor teaching has improved rapidly enough.

- Leadership in the school is in transition. An interim headteacher has been in post since the start of this term. Until September, the school had not acted decisively enough to address some of the areas for improvement identified in the last inspection. Leaders have now taken decisive action to improve the quality of leadership in the school.
- Senior leaders now have an accurate understanding of the work of the school and have identified clearly and accurately the areas for improvement. Senior leaders have been allocated new responsibilities to rapidly address areas of weakness and changes are beginning to make a difference.
- Staff and students talk about the recent improvements in the school. They describe improvements in behaviour and the increased challenge to achieve well. Staff are firmly supportive of the new leadership team and understand the need to make rapid improvements.
- Performance management has not in the past been sufficiently rigorous. A new system is now in place with clear links to salary progression and challenging targets related to the progress of their students have been set for all teachers.
- The way in which information about the progress of students is collected and analysed has been reorganised. Last year's GCSE predictions were inaccurate and the information collected did not identify sharply enough which students needed additional support. Measures have been taken to improve the accuracy and regularity of assessment. Programmes of interventions are in place to support those at risk of underachievement. The information collected also provides better information about the progress of different groups of students. However, the school, as a top priority, needs to continue to develop the ways in which progress of students is monitored.
- In past years, the school has overestimated the quality of teaching in the school. Intensive training has now taken place with all senior and middle leaders to ensure more accurate and consistent judgements. Programmes of professional development are in place to support staff.
- Subject leaders are monitoring the work of the teachers in their departments and understand their responsibility for improving the quality of teaching. There is some strong subject leaders within the school but other leaders have not developed their roles enough. Some have taken advantage of professional development opportunities to improve their leadership. Reviews of some individual subjects have recently taken place to assist subject leaders in identifying areas for development. There are weekly formal meetings with members of the senior leadership team with a clear focus on improvement.
- There are opportunities to share good practice across departments. However, the programme of shared classroom observation is not used systematically enough to focus on identified areas for development.
- The curriculum is broad and balanced and the school prides itself on providing an academic curriculum for all students. A curriculum review has been undertaken to see how far the needs of different students are met and changes are planned for September 2014. The curriculum contributes well to good spiritual, moral, social and cultural development. Students enjoy the opportunity to participate in a range of activities beyond the school day.
- Students report that they are given good advice about the next stages of their education and training.
- The school works with parents to involve them in the learning of their children and attendance at parents evenings and consultation evenings is good. Strategies are in place to encourage better communication with those parents who are reluctant to come to the school. Some parents report that they are not given regular enough information about the progress of their children.
- Students feel that they are treated equally and that there is no racism or discrimination. The school promotes equal opportunities by providing additional support for groups of students who are performing less well than others, for example Black Caribbean students.
- The local authority has worked with the school to provide support for leadership including governance and has also provided some support for the improvement of teaching and learning.
- Safeguarding meets statutory requirements.
- **The governance of the school:**
  - Governors are very committed to the school and are ambitious for the students. They provide

very strong support and challenge and have taken rapid and decisive action in response to concerns about achievement, leadership and about the quality of the information they were given by the school. They are very clear about the strengths and weaknesses of the school. They have put in place an action plan which they monitor rigorously and have driven through a number of initiatives, for example to improve the regularity and quality of homework. They have been proactive in demanding the information they need to monitor the use of pupil premium funding. At their request, the school is now addressing the need to evaluate the impact of this funding. Governors are clear that performance management in the school has not been sufficiently rigorous. They know that, in the past, they have not been given the information they need to monitor the relationship between performance and salary structure. They have now ensured that more effective systems are in place. They plan strategically, undertake and commission training to improve their effectiveness and regularly evaluate the impact of their work.



## 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>	103101
<b>Local authority</b>	Waltham Forest
<b>Inspection number</b>	431751

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

<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>	900
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kate Lord
<b>Interim Headteacher</b>	Bruce Roberts
<b>Date of previous school inspection</b>	12–13 January 2011
<b>Telephone number</b>	020 8988 7420
<b>Fax number</b>	020 8988 7430
<b>Email address</b>	school@leytonstone.waltham.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014

