

# Graveney School

Welham Road, Tooting, London, SW17 9BU

**Inspection dates** 17–18 March 2015

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Outstanding</b>	<b>1</b>
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Sixth Form provision		Good	2

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Governors and leaders have sustained a profile of exceptional academic performance at Key Stage 3 and Key Stage 4. They are committed to whole-school improvement and are striving to achieve a similar benchmark of excellence in the sixth form.
- The achievement of a very large majority of students at Key Stage 4 is impressive. Disadvantaged students achieve exceptionally well and outperform non-disadvantaged students nationally. At Key Stage 5, many students achieve well.
- A comprehensive training programme and a rigorous process of performance management underpin the impact senior leaders and governors have on the school's performance.
- The behaviour of students in lessons and around the site is of a consistently high standard. Students are able to assess risks and keep themselves safe.
- Strong teaching contributes to the consistently high results students achieve at Key Stage 4.
- Leadership and management are not complacent. Senior leaders are well supported and also rigorously challenged by an effective and hard-working governing body.
- All students' receive a breadth of spiritual, moral, social and cultural experiences. An impressive range of activities prepares all students very well for life in modern Britain.

## Information about this inspection

- Inspectors visited 42 lessons across all the key stages. Members of the school's leadership team joined the inspectors for 12 of these visits. Inspectors made a number of shorter visits to lessons to evaluate particular aspects of teaching. Inspectors observed an assembly and an act of collective worship as well as a sample of tutor periods.
- Inspectors held meetings with senior and middle leaders, other staff, the vice chair of the governing body and two other governors. Telephone conversations were also held with representatives of the local authority. Inspectors met with different groups of students and spoke informally to students during the inspection.
- Inspectors took account of 158 completed staff questionnaires, one telephone call from a parent or carer, one email from a parent or carer and 345 responses to Parent View, the online questionnaire for parents and carers.
- The inspection team scrutinised a wide range of documentation about achievement, records of meetings, information relating to safeguarding and data on behaviour, attendance and exclusions. Inspectors looked at the school's evaluation of its own performance, anonymised records of performance management, information about the curriculum, enrichment activities and the school improvement plan.

## Inspection team

Lynton Karmock-Golds, Lead inspector	Her Majesty's Inspector
Jason Wye	Additional Inspector
David Davies	Additional Inspector
Lee Faith	Additional Inspector
Sai Patel	Her Majesty's Inspector

## Full report

### Information about this school

- Graveney School is a mixed 11–18 secondary school. It is one of the largest secondary schools in the country, with 1,970 students on roll.
- Most students in Year 11 choose to stay on into the school's sixth form. This is significantly larger than most other secondary sixth forms nationally, with over 700 students on roll.
- Graveney School converted to become an academy on 1 August 2011. When its predecessor school, Graveney School, was last inspected by Ofsted in May 2011, it was judged to be outstanding overall.
- The Graveney Multi-Academy Trust was formed in April 2013 to incorporate one local primary school.
- It is a Leading Edge school and a prominent partner in the Wandsworth Leading Edge partnership.
- The school is led by a Principal and a headteacher, supported by a large team of experienced senior leaders.
- The students come from a wide variety of backgrounds and have very diverse ethnic heritages. The proportion of students from minority ethnic groups is significantly above the national average. More than a quarter of students do not have English as their first language, resulting in over 50 different spoken languages in the school.
- Just below one quarter of students are eligible for pupil premium funding. This is additional funding provided by the government for disadvantaged students. This is broadly in line with the national average.
- The percentage of disabled pupils and those with special educational needs is below the national average.
- The academic profile of students coming into the school in Year 7 is higher than the national average.
- A very small number of students attend the Wandsworth Pupil Referral Unit for alternative provision.
- The school meets the government's current floor standards, which set out the minimum standards for students' attainment and progress.

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

- Provide all students with specific feedback to enable them to improve their work further.
- Ensure that teaching in the sixth form is as effective as in the rest of the school, so that all students make outstanding progress.

## Inspection judgements

### The leadership and management are outstanding

- The Principal, headteacher, senior leaders and governors have consistently high expectations of staff and students. Challenging targets are in place and have contributed to the school's successful outcomes over time. Senior leaders and governors are never complacent and are committed to further improvements.
- Staff feel proud to work at the school and speak very highly of the support and development they receive. Middle leaders embrace local and national developments and the outcomes of the students demonstrate the impact of their relentless focus on improving teaching.
- Senior leaders monitor the quality of teaching carefully, and their assessment is thorough and accurate. This supports a robust and rigorous process of performance management which rewards effective teaching. When underperformance is identified, this is addressed swiftly and effectively by senior leaders and governors.
- There are 10 newly qualified teachers currently at the school. They are extremely positive about the support they receive from middle and senior leaders. There is a well-planned and effective programme of training organised by a senior leader.
- The development of students' spiritual, moral, social and cultural experiences is a real strength of the school. There is an impressive range of activities and visits held throughout the year which include drama productions, music concerts and a very wide range of sporting events. This is an aspect the Principal and his staff have every right to feel proud about. Graveney School is about more than the pursuit of academic excellence, it is about the development of the whole person. Assemblies and tutor periods provide excellent opportunities for reflection. Students support each other well and contribute to their local community through a wide variety of social and charitable activities.
- Careful consideration has been given to preparing students for life in modern Britain. All aspects of the curriculum contribute to instilling fundamental British values, including the high quality citizenship, personal and social education delivered by specialist teachers. Students have a clear understanding of other faiths, cultures and lifestyles. Equality of opportunity is central to the ethos of the school and discrimination is not tolerated. The Principal proudly describes Graveney School as 'many people but one school'.
- The curriculum meets the needs of all students in the school. It is under continuous review to ensure all students benefit from a wide breadth of subjects. The academy chooses to follow the National Curriculum at Key Stage 3 and tailors the curriculum well to the needs of students at Key Stage 4. The choice of subjects in the sixth form is extensive.
- There is a very wide range of extra-curricular activities which supports the curriculum. Students' active participation in The Duke of Edinburgh Award Scheme is a real strength of the school.
- There is a comprehensive programme of careers guidance. As a result, students make well-informed decisions about the next steps in their education or future lives. There are many activities which contribute to students' understanding about the world of work and their employability. In 2014, almost all students progressed into employment, education or training.
- School leaders and governors use pupil premium funding exceptionally well and the impact of their strategies is evident in the strong gains made by disadvantaged students. In 2014, disabled students and those with special educational needs also made very strong progress. This illustrates the school's commitment to promoting equality of opportunity for all of its students.
- School leaders and governors are accurate in their self-evaluation of the school. They can identify the areas for development as well as the strengths of the school. They work closely with the local authority to ensure their assessment of the school is accurate and based upon secure evidence.
- Parents and carers are overwhelmingly positive about the school. By the close of the inspection, almost all of the 345 parents and carers who responded to the inspection questionnaire stated that they would recommend the school to another parent or carer.
- Although the school is a converter academy, it chooses to work very closely with the local authority. Representatives from the local authority provide strong and regular levels of support which further challenge the senior leaders and governors. They draw upon the strengths of the school to support other schools in the Wandsworth Leading Edge consortium.
- As an active member of the leading edge partnership, senior leaders willingly share their expertise with other schools. Examples include coaching in science, sharing good practice in English and setting up an A-level chemistry course. The school hosts the gifted and talented training for schools in the borough.
- Leaders and managers carefully monitor the progress and behaviour of the small number of students who attend alternative provision. These students make good progress from their individual starting points.

- The school's robust systems ensure statutory safeguarding requirements are fully met.

#### ■ The governance of the school:

- Governance is highly effective. Governors provide support and a high level of challenge to the senior leaders at every opportunity. Detailed reports from the Principal, complemented by external data and reports, allow governors to ask appropriate questions and hold senior leaders to account. Governors carry out formal and informal visits and meet with staff and students throughout the school year.
- Governors have a breadth of experience and they are able to analyse data well. As a result, they have an accurate view of all aspects of the school.
- They have a full understanding of how teachers' performance is managed and they scrutinise the quality of teaching in a professional and rigorous way.
- They ensure that the resources of the school are well managed and they monitor the pupil premium funding very thoroughly.
- Governors are right to be proud of the school's achievements. However, they are not complacent and seek to achieve further improvements for their school.

### The behaviour and safety of pupils are outstanding

#### Behaviour

- The behaviour of students is outstanding. Students conduct themselves very well both in lessons and around the sites. This creates an orderly and calm atmosphere where effective learning can take place and students feel safe.
- Students are very polite, supportive and respectful of visitors, staff and each other. They are excellent ambassadors for the school. Senior students are positive role models for the younger students. The prefect system is well established and these students support staff in maintaining high standards.
- The very large split site is well maintained and there is very little sign of any litter. Students take responsibility for picking up litter themselves to help keep the school tidy.
- Students move around all the school sites sensibly and despite the distance between the different sites, the students are punctual to their lessons.
- Students demonstrate high levels of engagement and a strong willingness to learn in lessons. They have very positive attitudes and are mature young people. Incidents of low-level disruption are extremely rare.
- Students have a clear understanding of the behaviour policy. They are very clear about the standards staff expect and they can make correct decisions about right and wrong for both themselves and others.
- Assemblies reinforce good behaviour and a tolerance of other cultures. During the inspection, students focused upon 'random acts of kindness', which served to highlight the importance of acting kindly to each other in school. A student commented, 'This is part of the school's DNA.'
- Within the curriculum, students have opportunities to reflect upon their experiences and feelings. Exceptionally strong practice was seen in ethics, religious studies, philosophy and personal, social and health education.
- Staff act swiftly to tackle the rare incidences of misbehaviour and there is a Behaviour Support Unit for students at risk of permanent exclusion. An experienced member of staff oversees the unit and its use is carefully monitored. As a result, there are very few fixed-term exclusions. There have been no permanent exclusions.
- Levels of attendance are significantly above the national average.
- Persistent absence is consistently below the national average.
- Most parents and carers from Parent View and almost all the staff from the staff questionnaire agree that behaviour is good and well managed by the staff.

#### Safety

- The school's work to keep pupils safe and secure is outstanding. Students understand very clearly the risks posed by unsafe situations. They are highly aware about how to keep themselves and others safe.
- Systems for safeguarding and safer recruitment are robust. Staff receive regular training to further their understanding on safeguarding, including sensitive issues such as child sexual exploitation and e-safety.
- There are very few incidents of bullying. Students are aware of the different types of bullying, including homophobic bullying, as well as issues such as radicalisation, female genital mutilation and forced marriage. They are very knowledgeable about which leader to approach if they need to report sensitive issues but are equally at ease about raising concerns with any members of staff. Students are confident

that the staff in the school will deal with any issues or concerns they want to raise.

- Almost all parents and carers from Parent View and almost all staff from the staff questionnaire agreed that students are safe at this school.

### **The quality of teaching**

**is outstanding**

- The quality of teaching leads to exceptionally strong outcomes for students. There is a team of leading practitioners which impacts upon teaching and learning through professional training and research. For example, this team is leading a project running in collaboration with King's College, London and a school project on teaching middle-ability students to improve practice. The members of this learning and teaching group coach and support other staff and also provide weekly teaching tips. This culture of high expectations, support and challenge underpins the school's consistently strong teaching.
- Where learning is most effective, lessons are characterised by high expectations, strong teacher subject knowledge, skilful questioning and engaging activities which challenge students' thinking. During the inspection, this was particularly evident in English, mathematics and history.
- Students enjoy their lessons and have very positive attitudes to learning. Students give their views on their lessons through surveys and discussions with staff.
- Teachers know their students well as individuals. There are highly positive working relationships between staff and students.
- Teachers challenge as well as support students, adapting their teaching to match their needs. This deepens and extends students' learning.
- Teachers provide students with constructive feedback across most subjects, to help them improve their work. Senior leaders recognise that consistency of practice is an on-going area for further development.
- Literacy is a very important focus for the school. There is evidence of it being promoted, not only in English but across all subjects. Students are provided with well-planned opportunities to practise their writing, and their speaking and listening skills.
- Levels of literacy are very high. Students can articulate ideas and opinions with confidence. They write persuasively and creatively. Students enjoy reading and make very good use of the school library, school texts and their own reading material, which extends their vocabulary and knowledge of both fiction and non-fiction.
- Students do very well in mathematics, though the development of numeracy skills is not developed systematically in other subjects.
- Students take a great pride in their learning. They present their work to a very high standard. Students have an absolute determination to improve and be successful.
- Disabled students and those with special educational needs make good progress because teaching assistants have a secure knowledge base. They pay attention to the particular individual needs of the students. Teaching assistants guide and encourage students to learn for themselves.

### **The achievement of pupils**

**is outstanding**

- At Key Stage 4, achievement is significantly above the national average and has been so over time. Students join the school with above national levels of attainment but almost all of them make strong progress and achieve significantly higher than the national average.
- In 2014, 86% of students gained five or more GCSEs at A\* to C grades including English and mathematics. This represents the best results at Key Stage 4 for the school.
- Awards from external bodies recognise the achievements of all the students across Key Stage 3 and Key Stage 4, which furthers the school's academic reputation within the local community and serves to motivate staff and students in their endeavours to achieve the best results they possibly can.
- Targeted groups of students are entered early for GCSE mathematics and this has not proved to be detrimental to those individuals.
- The focus on challenging the most able students has resulted in 48% of the students in 2014 achieving GCSE grades A\* to A in English Language and 45% achieving this standard in mathematics.
- Levels of expected progress in English and mathematics are also significantly higher than the national average. In 2014, 92% made expected progress in English and 89% in mathematics. Those students making more than expected progress in English and mathematics are over double the national average.

- As a result of the very high levels of achievement, there is very little variation between different groups of students including ethnic minority groups.
- Disadvantaged students perform particularly well. Their achievement in English and mathematics is significantly better than non-disadvantaged students nationally. Disadvantaged students attain one grade lower in English and mathematics at GCSE than other students in the school. This gap is narrowing.
- Disabled students and those with special educational needs achieve very well. There is no significant gaps in the gains made by these students and other students in the school.
- Senior leaders, governors and staff track data effectively. They are diligent in their scrutiny and analysis of data about all students. They accurately predict the expected performance of students and a review of current year groups indicates that the impressive levels of achievement will be maintained.
- Senior leaders use the Year 7 catch-up funding well. The extra money supports those students who join the school with the lowest ability levels. There is a range of strategies in place to support their literacy and numeracy skills. As a direct result, a very large majority of these students achieve the required progress as they move throughout the school.

### The sixth form provision

is good

- In 2014, the number of A-level passes at grades A\* to B was above the national average. Over half of Year 13 achieved these higher grades.
- AS-level results for 2014 were above the national average with almost half of the students achieving grades A to B. Most students achieved grades A to E.
- Historically, the progress made by sixth form students has been in line with the national average. A scrutiny of current data suggests that following a dip in 2014, the school is on track not only to recover its position but to be better than the national average in many subjects. A Key Stage 5 intervention team is in place to identify and monitor which subjects and students need most targeted support. The successful intervention strategies used effectively in Key Stage 4 are now being applied to the sixth form. This includes intervention after school and on Saturdays.
- A focus on improving the quality of teaching and careful tracking of students' progress are driving improvement. Where students' learning is most rapid, teachers provide high levels of challenge which probe students' thinking.
- Very few students retake GCSE English but most are successful at gaining a grade C or above.
- Very few students retake GCSE mathematics but fewer students are successful at securing a grade C. The staff provide additional support through one-to-one tuition.
- The most able students who need to be stretched further are encouraged to be involved in extension activities. These include activities with Stem Network London and St George's Medical School.
- Those students who need learning support receive extra lessons after school. This has had a direct impact on closing the gap between different groups of students.
- Behaviour and safety in the sixth form are exemplary. Students are keen to do well, know how to keep themselves safe, and have very positive attitudes to learning.
- Sixth form students are a visible presence around the school. The younger students find them helpful role models and the senior students benefit from being tutored by them.
- Almost all sixth form students are successful in their applications to higher education and employment. Students routinely gain places at Oxford, Cambridge and the Russell Group universities. Students are very positive about the guidance offered to them.
- Disabled students and those with special educational needs in the sixth form receive effective support over subject choices. They receive individual careers guidance, mentoring and support. They are actively encouraged to attend events such as the London Skills and Careers Fair.
- Very few students are not in education, training or employment after they leave the sixth form. Careers education is a particular strength of the school.
- The sixth form is well led. Governors and senior leaders make good use of external reports to identify areas of strength and those aspects which require further improvement. There are regular meetings with senior and middle managers to check on progress and form tutors play an important part in this process.
- Students follow individualised programmes of study which are reviewed regularly. Students' needs are responded to and they are provided with timely information so that they are able to make informed decisions about their future education and lives.
- The sixth form curriculum choices are very broad. It is predominantly an academic sixth form offering an extensive range of subject choices at both AS level and A level. There is a limited range of vocational

courses which includes the introduction of applied science. Students benefit from these alternative courses and achieve well.

- Students participate in a full range of extra-curricular activities, including many student-led initiatives which include the sixth form production and the philosophy society. Students who take advantage of these opportunities develop and extend their interpersonal and teamwork skills, their social and moral awareness, and their creativity, resilience and independence.
- The school meets the interim 16 to 19 minimum standards and a very large majority of students exceed these standards.



## 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>	137005
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	453334

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

<b>Type of school</b>	Secondary
<b>School category</b>	Academy alternative provision converter
<b>Age range of pupils</b>	11–18
<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>	1,970
<b>Of which, number on roll in sixth form</b>	709
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dr J Oppenheimer
<b>Principal</b>	Mr Graham Stapleton
<b>Date of previous school inspection</b>	11–12 May 2011
<b>Telephone number</b>	020 8682 7000
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