

Addington High School

Fairchildes Avenue, New Addington, Croydon, CR0 0AH

Inspection dates

11–12 March 2015

Overall effectiveness	Previous inspection:	Not previously inspected as an academy	
	This inspection:	Requires improvement	3
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement.

- Achievement requires improvement. Students are not consistently working at the standards expected for their ages. In 2014, attainment at GCSE was below the floor standards. This is because actions to improve teaching have not yet had sufficient time to make up for poor performance in the past.
- Teaching requires improvement because not all teachers plan enough challenge into the learning activities.
- Some teachers tend to pose their questions to the same students, very often boys. Consequently, other students, usually girls, do not have as many opportunities to participate and develop their confidence and skills.
- Sometimes teachers' feedback to students on their written work lacks detail and precision. So students are not clear about how to improve their work.
- Teachers do not always check that students have responded to their comments, so some students have gaps in their work and this slows their progress.

The school has the following strengths:

- The new headteacher is transforming the school and has instilled a vision of ambition and aspiration for all. This is having a strong impact on teaching which is improving rapidly.
- Governors have successfully steered the school through its transition to an academy. They are fully committed to, and are contributing well to ensuring it continues to improve.
- Leadership and management are good at all levels in the school. Staff and student morale is high. Capacity to improve further is strong.
- Students' behaviour is good. Students have strong relationships with each other and with staff. Their attitudes to learning are very positive and they enjoy coming to school.
- The school's work to keep students safe is good. Students report that bullying is very rare and dealt with effectively.
- The achievement of disabled students and those with special educational needs is good. This is because of good leadership which ensures effective targeted support.
- The school's work to develop students' spiritual, moral, social and cultural development and respect for difference and diversity is very strong. One student described how in school, 'people can be themselves'.
- Students in all year groups are now making much better progress. No groups of students are being left behind and all are benefiting from improvements in teaching.

Information about this inspection

- Inspectors observed students' learning in parts of 26 lessons, of which seven were joint observations with senior leaders.
- Inspectors made a number of shorter visits to lessons, some with the headteacher. These were to evaluate the achievement of middle and higher-attaining students and the achievement of students in Year 8.
- A number of meetings were held with senior and middle leaders.
- Meetings were held with a senior representative of Croydon local authority and two members of the transition board; the Chair of the Transition Board, who is also a Director of the Ravens Wood Learning Trust, and a parent member.
- Three groups of students talked to inspectors about their views of the school and the inspection team also spoke informally with students.
- Inspectors took account of the views of parents. This included 36 responses to the online parent survey, Parent View, the results of the school's own parent surveys and other communications from parents and carers.
- Inspectors took account of 60 responses to the staff questionnaire.
- Inspectors scrutinised a range of documentation, including students' work, information about students' progress and achievement, school self-evaluation and development plans, minutes of governing body meetings and records of safeguarding, behaviour and attendance.
- The inspection team observed the work of the school at break and lunchtime. Inspectors visited tutor time and a Year 9 assembly.

Inspection team

Janet Hallett, Lead inspector	Additional Inspector
Maeve Hamill	Additional Inspector
John Lambern	Additional Inspector
Jeremy Single	Additional Inspector

Full report

Information about this school

- Addington High School is smaller than the averaged sized secondary school. It is a sponsored academy and a member of the Ravens Wood Learning Trust. It joined the Trust in June 2013.
- Addington High School is currently an 11 to 16 school. It is registered for students between the ages of 11 and 19; however, at present there are no students in the sixth form.
- The school has specially resourced provision for students with autism. There are 29 students between the ages of 11 and 16 currently on roll in this provision, the Spectrum. All students are fully integrated into lessons in the main school.
- The proportion of disabled students and those with special educational needs is much higher than the national average.
- The proportion of disadvantaged students for whom the school receives the pupil premium funding (additional government funding for students known to be eligible for free school meals and looked after children) is much higher than the national average. The proportion of looked after children is also much higher than average.
- The majority of the students are of White British heritage.
- The school makes use of an alternative provision, Road to Success. This is for a few students in Year 10 and Year 11 to provide additional curriculum opportunities and to support students' behaviour.
- In 2014, the school did not meet the government's current floor standards, which set out the minimum expectations for students' attainment and progress.
- The school has strong links with Ravens Wood School, the other school in the Academy Trust.
- Governance is provided by the transition board.
- The headteacher took up his post in September 2014. All but two members of the senior leadership team have joined the school since that time.
- Addington High School is one of only three schools in the world to lie on the Greenwich meridian. During the inspection, the school received the formal approval of the Secretary of State for Education to change its name to Meridian High School, and will legally do so in April 2015.

What does the school need to do to improve further?

- Improve teaching so that it is consistently good or better so that all students make at least good progress by ensuring:
 - all teachers implement the school's marking and assessment policy and make sure students know how to improve their work
 - all teachers check that students have responded to their comments and corrected their mistakes or completed the gaps in their work
 - all teachers plan their questioning so that all students, girls and boys, have the opportunity to answer, develop confidence and participate more fully in lessons.
- Raise achievement for all groups of students by ensuring:
 - all teachers set the highest expectations of what students can achieve in their learning and push them on to greater achievement
 - all teachers plan activities that are set at the right level of challenge so that students learn effectively.

Inspection judgements

The leadership and management are good

- The leadership of the headteacher has transformed the school. Many students and staff told inspectors about the dramatic improvement in behaviour and learning. Year 11 students said that it would be impossible for anyone to understand unless they had been a pupil here before.
- There is now a strongly embedded culture of ambition and aspiration and students are increasingly confident about the success they can achieve at school and how this will help them in the future. One student said of the headteacher, 'He shows us how to act in the real world.'
- Leaders at all levels in the school are united in their determination to do their best for the students. There is a strong sense of moral purpose to develop the highest quality teaching. As a result, students are now making better progress and their achievement is improving. Leadership and management are not yet outstanding because some inconsistencies remain in teaching and achievement which both require improvement.
- The new school system for tracking students' achievement is effective and clearly understood by staff. Information about students' progress is collected six times a year and rigorously analysed by subject and by different groups of students. Senior leaders hold subject leaders rigorously to account for student achievement and subsequent actions taken to address any dips in performance. Internal moderation and external standardisation of work with other schools are now ensuring accuracy in students' grades.
- Middle leaders are dynamic and highly motivated. They model high-quality teaching for their colleagues and set high expectations for members of their teams. They evaluate students' achievement rigorously and work effectively with senior leaders if it dips below expectations.
- Leadership and management of the specialist unit are good; as a result students integrate well into the main school and make good progress. Admissions are effectively managed and students are well prepared and supported to take part in lessons in the main school. The reputation of the unit is high and the number of places available has increased as a result.
- Pupil premium funding is used effectively and the achievement of disadvantaged students is rising. The provision and impact of the funding are monitored through the school's self-evaluation systems.
- The range of subjects in the curriculum is broad and balanced and has been fully reviewed for the next academic year. The curriculum fully meets the needs of all students and prepares them for life in modern Britain. Students who need extra help with English and mathematics are able to access this through lesson time as well as revision classes and small group support.
- The school is committed to promoting equality of opportunity and tackling discrimination. The school is acutely aware of the need to raise the aspirations and improve the confidence of girls and this work is starting to have an impact on girls' achievement. It promotes tolerance and respect for diverse lifestyles in line with British values. Improving teaching and a developing curriculum are ensuring that all groups of students are making better progress.
- Students' behaviour, attendance and progress at the alternative provision are very carefully monitored by school leaders through electronic data, daily telephone calls and regular visits.
- Students are given clear and unbiased guidance and careers information. Aspirations are being raised and they are well prepared for the next stage of their lives in education and employment.
- Safeguarding procedures meet current requirements. Records are robust and well maintained. Risk is well managed to ensure safe practice across the school.
- The Ravens Wood Learning Trust provides effective support for the school. They provide professional training support to improve the quality of teaching, and subject groups across the Trust standardise work to ensure that assessments are accurate. Support is also provided for senior leaders as they seek to drive the school forward.
- Students' spiritual, moral, social and cultural development is strongly promoted through the school's inclusive ethos, including assemblies. All lessons have key features identified as a lesson focus and there is a range of visits and opportunities outside lessons which encourage students to develop a broader view of the world they live in.
- **The governance of the school:**
 - The transition board has successfully steered the school through a challenging period of change following it becoming an academy under the sponsorship of the Ravens Wood Learning Trust. This has involved a variety of interim arrangements and difficult decisions have had to be made. However the board has always remained focused on securing the long-term future of the school and this is now

proving successful.

- The board members scrutinise detailed information on students' achievement and progress, behaviour and the quality of teaching. They challenge the headteacher and senior team and as a result, they have an accurate picture of the school's performance and hold leaders to account for these outcomes.
- They are fully committed to the changing culture and rebranding of the school and they visit the school regularly.
- Board members track the quality of teaching through reports to their meetings and triangulate these with information from their own visits. They are involved in determining staff's salary progression from the outcomes of performance management.
- They have strategic overview of the pupil premium funding and keep its allocation and impact under review.

The behaviour and safety of pupils

are good

Behaviour

- The behaviour of students is good. The headteacher and staff set high expectations for students' behaviour and students have risen to the challenge of meeting them. There is a calm, purposeful atmosphere in the school.
- Students understand the behaviour systems and what is expected of them. They believe the systems are fair and are unanimous in their view that behaviour is good. They described to inspectors how much behaviour has improved. There are very good relationships between students and between students and the adults in school.
- Students are inquisitive and increasingly confident learners. They behave well in lessons and show positive attitudes to learning, which is beginning to have a strong impact on their achievement.
- Behaviour is not yet outstanding because students do not consistently demonstrate a thirst for learning in lessons.
- Inspectors saw very little off-task behaviour and no disruption in classrooms. Students confirm that this is almost always true and that if lessons are disrupted, students are removed by staff. The behaviour management systems enable them to learn well and they like the rewards the school uses to encourage good behaviour.
- Students' conduct is good. They are welcoming to visitors and take pride in their appearance. They respect the learning environment and behave well in the dining hall. There is no litter.
- The school makes sure that students understand the importance of good attendance. It is improving and is now broadly in line with the national average. Attendance has a high profile and staff leave no stone unturned in their efforts to ensure students come to school.
- Punctuality to lessons is good. The school site covers a huge area so the school operates a five minute travel time between lessons. Students respond to this in a mature manner, move purposefully and the system ensures a prompt start to lessons.
- The school is developing a range of opportunities for students to improve their own leadership skills and contribute to the school community. As a result students feel listened to and valued. They are proud of their school.

Safety

- The school's work to keep pupils safe and secure is good. There are regular assemblies about how students can keep themselves safe and these are followed up in tutor time. Students say they feel safe and they know how to keep themselves safe when using the internet.
- Students say that there is little bullying and that when it does happen they know there are always adults they can go to and that it will be dealt with.
- Students understand that racist and homophobic bullying is unacceptable in modern Britain and they are clear that it is not 'banter'. They say that in the past there was homophobic bullying but that now the school is much more inclusive and that this is one of the best features of the school.
- Students' behaviour, safety and attendance at the alternative provision are good. Attendance is monitored daily and school staff visit regularly to evaluate safeguarding.
- The behaviour of students based in the Spectrum unit is good; they behave well in lessons. As in the rest of the school, students feel safe.

The quality of teaching**requires improvement**

- Teaching requires improvement because leaders' actions to improve teaching have not yet had time to have had a full impact on students' learning and achievement.
- There are still some inconsistencies in teaching and not all teachers plan activities pitched at the right level of challenge so that all students make consistently good progress.
- Students are positive about the school's marking policy, which expects them to respond to teachers' comments. However, feedback to students about their work is too variable. Some teachers' comments are too general and there is a lack of detail about exactly what the student needs to do to improve.
- Occasionally work is unmarked or the lack of student response is not followed up by the teacher. As a result there can be gaps in students' knowledge and they make less progress than they could.
- Teachers questioning is variable. Some teachers pose their questions to the same students every time, very often boys. So other students, usually girls, do not have as many opportunities to participate and develop their understanding and build confidence.
- There are some excellent examples of questioning being skilfully used, however, to challenge students to think deeply about their learning. For example in a science lesson, students were challenged to justify their decisions about whether characteristics were inherited, environmental or both. This led to a discussion with students questioning each other and the teacher.
- Teaching of writing and communication skills is generally good. Teachers develop students' literacy skills in their own subject and many strong examples of students' own writing were seen in books and in observed lessons. Students frequently ask teachers about punctuation and spelling and self-correct their own work.
- Teaching of mathematics is improving rapidly. There is a strong focus on developing students' problem solving and understanding of mathematical ideas through challenging, whole-class teaching. For example in a GCSE lesson on quadratic equations, students were taught the process with increasingly high levels of difficulty. One student exclaimed, 'This is getting hard!' and was highly motivated and engaged as a result.
- Teachers regularly use exemplar work so that students can see what the highest quality work looks like and what they should be aiming for.
- Teachers also demonstrated a range of skills and techniques to students to improve their confidence and learning. For example, in English, a teacher read a text aloud to the class with pace and powerful expression so that students could then follow on and improve their own reading skills.

The achievement of pupils**requires improvement**

- Achievement requires improvement. Although rates of progress are now much higher for all groups of students, inconsistencies in teaching mean that not all students are yet making consistently good progress.
- In 2014, GCSE outcomes for students were poor and figures suggest that at that time, students' achievement was inadequate. However, the leadership of the new headteacher, improvements in teaching and new reliable systems for tracking students' progress have enabled students' achievement to rise rapidly. Observations of students working in lessons, their work in books and the views of students confirm this. Information from mock examinations shows that GCSE attainment is rising.
- In 2014, girls did not make as much progress as boys. However, girls' achievement is now improving. In Key Stage 3, girls' rates of progress are now approaching national figures. The school recognises that there is still work to do to improve girls' confidence and raise aspirations.
- The achievement of White British students is rising and the gap between their rates of progress and the whole cohort are closing.
- The achievement of disabled students and those with special educational needs is good. The school is effective in meeting their needs and so students make good progress from their starting points as a result of good leadership and monitoring of progress.
- Students from the Spectrum unit make good progress and achieve well because they benefit from improving teaching, close monitoring and targeted support.
- In 2014, disadvantaged students attained one quarter of a grade less than their peers in this school in English. They were two-thirds of a grade behind others nationally. In mathematics in 2014, disadvantaged students attained a third of a grade more than their peers in the school. However, this was

because achievement in mathematics was low overall in 2014. Disadvantaged students attained more than a whole grade less than others nationally in this subject.

- For students currently in the school, disadvantaged students are now making better progress and gaps are narrowing in all subjects.
- The most able students are now making better progress. Their aspirations have been raised and the number of A* and A grades achieved by these students in mock examinations has risen.
- The school uses early entry GCSE for some students for English literature. These outcomes are positive; students have found this motivating and it has contributed to the raising of their aspirations.
- Students who attend the alternative provision part time in Year 10 and Year 11 achieve in line with the whole cohort.

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

Unique reference number	139074
Local authority	Croydon
Inspection number	449802

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

Type of school	Secondary
School category	Academy sponsor-led
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	639
Appropriate authority	The transition board
Chair	Jo Tanner
Headteacher	Martin Giles
Date of previous school inspection	not previously inspected
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