

# Wanstead High School

Redbridge Lane West, Wanstead E11 2JZ

<b>Inspection dates</b>	21–22 October 2015
<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
16 to 19 study programmes	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher and leadership team have high expectations and are bringing about rapid and sustained improvement.
- The governing body challenges and supports the school well so that it continues to improve.
- Pupils' GCSE results are above average and pupils make good progress, including in English and mathematics.
- Teaching is improving and is now good. Teachers make good use of assessment to plan work which interests pupils and helps them to learn well.
- Different groups of pupils, such as those with special educational needs or those entitled to support from additional funding, make progress at a similar rate to other pupils.
- The sixth form is now good and pupils achieve the results they need for the next stage of their education or training.
- Leaders check teaching very carefully and make sure that staff have good training to help them improve their skills.
- Pupils attend regularly and respond with enthusiasm to activities which support their learning and personal development.
- Pupils behave well in lessons and around school. They show respect for each other and adults.
- The curriculum gives pupils a wide range of experiences, which encourage them to aim high. There are particular strengths in the arts.
- Pupils say that they feel safe and know how to stay safe. Pupils and parents do not think bullying is an issue.
- The school strongly promotes pupils' spiritual, moral, social and cultural development.

### It is not yet an outstanding school because

- Sometimes the match of work to pupils' needs is not accurate enough and not enough notice is taken of pupils' misconceptions. Occasionally, work is too easy for the most able or too difficult for lower attainers.
- Sometimes pupils do not take enough notice of the feedback on their work.
- There is too much variation in the quality of the presentation of work.
- In the sixth form, results at AS level are not as good as results at A2, particularly in science.

## Full report

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

- Use the outstanding practice in the school to raise teaching to the level of the best by ensuring:
  - work is matched more accurately to the different needs of pupils to enable them to make more rapid progress
  - teachers use questioning and feedback more consistently to deal with pupils' misconceptions
  - pupils use the feedback that teachers provide
  - expectations for the presentation of work are consistently higher.
- Ensure greater consistency in outcomes across subjects in the sixth form by raising expectations for what pupils can achieve, particularly in science, to the level of the most successful subjects.

## Inspection judgements

### Effectiveness of leadership and management is good

- The school has improved considerably since the previous inspection and the rate of improvement has increased rapidly since the new leadership team was established. They are ambitious for the school and determined to see that it improves further.
- The headteacher and senior staff are uncompromising in their approach to securing improvement, including providing staff with high- quality training and support. Consequently, teaching has improved. It is now good and it includes significant outstanding practice. Pupils are making better progress and achieving better results.
- Leaders and governors have a precise and accurate view of what the school is doing well and where weaknesses still remain. They have taken difficult decisions to ensure that the school improves rapidly and that weaknesses are overcome.
- Checks on the quality of teaching and learning across the school are systematic and effective. Leaders and managers at all levels use their analysis of information about pupils' progress to address any areas of concern. They know, for example, that they need to do more to improve the matching of work to pupils' needs.
- Well-targeted use of the pupil premium funding ensures that disadvantaged pupils are strongly supported, with the result that the gap between their achievement and that of others is closing rapidly.
- Staff performance is managed effectively. Teachers' targets and professional development are linked to the school's action plan and to expectations for progress. The school links teachers' pay progression and promotion closely to successful performance.
- The curriculum enables pupils to achieve the qualifications they need to move on to the next stage of education, training or employment. Pupils have good opportunities to practise their basic skills in different subjects. The curriculum is kept under review to ensure that it continues to meet pupils' needs, and the impact of this can be seen, for example, in the improvement to the sixth form.
- Pupils have the opportunity to take part in extra-curricular clubs over the year, which enhance their learning and their personal development. These include art, drama, dance, film club, choirs, a range of music groups and sports clubs. They have good opportunities to work with groups in the community and extensive links with schools overseas also help widen pupils' understanding of the modern world and their role in society.
- The school's promotion of pupils' spiritual, moral, social and cultural development is strong. Pupils are consulted and their views are valued. Many have an opportunity to play an active part in the life of the school. The school's inclusive approach fosters respect and excellent relationships between adults and pupils.
- Relationships with parents are good. The response to 'Parent View', Ofsted's online survey of parental opinion, was positive overall, with parents being particularly positive about the quality of care and attention to the safety of their children. Most parents also felt that their children are taught successfully and make good progress. A few had concerns about provision for pupils needing support because of their special educational needs. The school is working hard to explain how the recent changes to the law relating to special educational needs have affected what the school does.
- The school has benefited from appropriate support from the local authority and from the Seven Kings School Alliance.
- **The governance of the school:**
  - The governing body is effective in holding the school to account and improving appropriate support. Governors bring a range of experience and skills to their role. They know the school well and understand its strengths and weaknesses and know what is being done to improve the school still further.
  - Governors understand the analyses of pupils' performance data. They use the information to check on pupils' behaviour, attendance and achievement and ask pertinent questions of senior leaders. Governors regularly receive feedback on the quality of teaching. They understand the link between teaching performance and pay. They have a clear expectation that good teaching is a non-negotiable element of pay increases and promotions.
- The arrangements for safeguarding are effective. Systems are clear and regularly reviewed; all staff have received appropriate training and are aware of their responsibilities.

## Quality of teaching, learning and assessment is good

- Teachers generally have high expectations and establish a very good working atmosphere in lessons which encourages pupils to give of their best.
- Teachers' strong subject knowledge underpins good planning of work. This enables them to provide interesting activities, which engage pupils and motivate them to want to do well. For example, in a Year 13 German lesson, work on highly topical issues relating to immigration in Germany was helping pupils to expand their knowledge of the language and their understanding of modern German society.
- Across the school, most teaching builds systematically on what pupils have already achieved and the work challenges pupils to do even better, as, for example, in a Year 9 mathematics lesson where the most-able pupils were working on a difficult GCSE question. Where teaching is less effective, assessment information is not always used successfully and the match of work to pupils' needs is not as accurate. Occasionally, work is too easy for the most able or too difficult for lower attainers.
- Teachers question pupils carefully to check their understanding. This generally enables them to adjust their teaching to take account of the responses and to encourage pupils to develop their ideas in some depth. Occasionally, questioning and subsequent feedback are not used effectively enough to deal with pupils' misconceptions.
- Teachers give pupils many opportunities to use and improve their literacy skills. As a result, pupils are articulate and are confident readers who learn to write well.
- Teachers and teaching assistants work well together to ensure that pupils with special educational needs are identified, and appropriate support is put in place. Teaching assistants know their pupils well and are able to use their initiative in class to support individuals and groups.
- The introduction of the school marking policy has had a positive impact on pupils' achievement. Pupils receive regular feedback on how well they are doing and are set realistic but challenging targets for improvement.
- Most pupils respond well to the feedback. They know their targets and try hard to improve their work but this is not yet consistent in all classes. There is also too much variation in what teachers consider acceptable in terms of the presentation of work.
- Regular homework reinforces what pupils learn in class, however some parents felt that homework was not used well to support learning.

## Personal development, behaviour and welfare is good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils and staff are proud of the school and what it offers.
- The importance the school attaches to pupils' spiritual, moral, social and cultural development is very evident in the care and concern shown for individual development and welfare. Pupils are well-supported at all stages of their education. They develop into mature and confident young people who have positive attitudes towards learning and want to do well.
- Most pupils respond very well to the advice and guidance they are given but some do not take enough notice of feedback on the quality of their work and do not take enough pride in presentation.
- A high proportion of pupils take part in a wide range of sporting, musical, dramatic and artistic activities, which successfully promote their physical and emotional well-being.
- Good careers advice and guidance help pupils to make informed and sensible choices about their future study and employment.
- The promotion of British values of tolerance, respect for the rule of law and democracy are integral to the school's ethos and are reflected in the many opportunities for pupils to show a sense of responsibility. For example, older pupils assist at the breakfast club, which gives the pupils who attend a calm and constructive start to their day.
- Pupils are very positive that the diversity of the school is an asset. They show a high degree of tolerance and understanding of others and respect for their beliefs and values.
- Pupils understand that discrimination and bullying can take many different forms, including cyber- and homophobic bullying. Pupils believe that any bullying in school would be dealt with quickly. They feel safe in school and the work they do in school on a range of health and social issues helps them to keep safe outside school.

## Behaviour

- The behaviour of pupils is good.
- The school is an orderly and purposeful community where pupils know what is expected of them and respond well to the expectations for behaviour and attitudes.
- Pupils behave well around the school and in lessons, though, occasionally, when the work they are asked to do is not well-matched to their needs, there can be some low-level disruption.
- The school is rigorous in its approach to managing attendance, and staff follow up on absence very quickly. As a result, attendance has improved at all stages in the school. It is now above the national average and persistent absence has dropped. This is having a positive impact on achievement.

## Outcomes for pupils

## are good

- Pupils' attainment and progress are improving rapidly. The school's own tracking data, assessment information and the work in pupils' books clearly indicate that current pupils are making good progress overall.
- In Key Stage 3, the rate of progress increases from Year 7 to Year 9. Progress is good across the different subjects but particularly good in English, history and art. The most-able pupils and the lowest attaining pupils are mostly challenged appropriately and make good progress. Occasionally, the match of work is not as accurate, which affects the rate of progress.
- There is relatively little difference between different groups of pupils in terms of results and progress. Where a difference is identified, for example boys tend to do better than girls in mathematics but less well in English, staff are taking effective action to remedy this.
- The gap between disadvantaged pupils and other pupils is closing rapidly across the school and at GCSE. There is now virtually no difference in the sixth form.
- Pupils who have English as an additional language make good progress and often perform better than other pupils. This is particularly so for pupils of Pakistani origin.
- Pupils with disabilities or special educational needs make good progress from their starting points. Their individual needs are identified and they are given appropriate support to help them achieve well.
- In 2014, GCSE results were better than the national results in terms of the proportion of pupils achieving 5 or more A\* to C results including English and mathematics and more pupils made better than expected progress than did so nationally.
- In 2015, results showed further improvement both in the results and in the rate of progress. The proportion of A\* and A grades achieved by the most-able pupils also improved.
- The proportion of pupils achieving the English Baccalaureate (Ebacc) is above the national average. (The Ebacc requires pupils to achieve an A\* to C grade in five subjects: English, mathematics, science, history or geography and a modern foreign language.)
- In the sixth form, pupils are making better progress overall, and results are improving. Rate of progress increases in Year 13 and A Level results are better than the AS results, particularly in science subjects.
- Results at all levels prepare pupils well for the next stage of their education or future employment.

## 16 to 19 study programmes

are good

- The sixth form has improved since the last inspection and is now good. The leadership team is effective. It has a clear understanding of the strengths and what needs to be done to move from good to outstanding and is taking appropriate action.
- Progress and outcomes improve as pupils move through the sixth form. The progress of current pupils, though good overall, suggests that the variation between different subjects has been reduced but not eliminated. At AS level in particular, progress in science subjects is not as good as it is in other subjects.
- In 2014, the results in the second year of the A level course (A2) were in line with national results overall, and pupils made at least the expected progress. In some subjects, such as history, sociology, music technology and dance, they made better-than-expected progress.
- Results in 2015 improved further, and a higher proportion of pupils achieved A\*, A and B grades, which indicates good progress, particularly for the most-able pupils.
- Teaching is good. In most subjects pupils receive regular and detailed feedback on their progress. Sometimes, though, the teaching does not challenge pupils sufficiently, and the level of expectation is not high enough, particularly in AS level science subjects.
- Relationships between teachers and pupils are excellent. This encourages pupils to behave well and have very positive attitudes to learning. Pupils receive good individual support, and the school has worked hard with pupils to improve their attendance. This has had a positive impact on achievement as pupils have become more committed to their studies.
- Most pupils successfully complete study programmes that match their abilities and interests. Their progress against their targets is regularly reviewed and reported to parents. Disadvantaged pupils achieve more highly than disadvantaged pupils nationally due to the high levels of support they receive. There is no difference between their achievement and that of other pupils.
- The range of sixth form study programmes matches pupils' academic needs, and the wide range of enrichment and extra-curricular activities promotes good personal development. Very few pupils fail to complete their sixth form courses. A Level pupils have the opportunity to retake GCSE mathematics and English if they need to, which helps more of them to move on to the careers of their choice. Pupils following a one-year course in media or ICT have a good foundation for further study or employment.
- High-quality careers guidance and good work-related learning help pupils to make good choices about their future education, training or employment, and almost all pupils stay in education or go into employment. Around three quarters move on to higher education and they are encouraged to be ambitious in their choice of university and course.

## School details

<b>Unique reference number</b>	102851
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	10005765
This inspection was carried out under section 5 of the Education Act 2005.	
<b>Type of school</b>	Secondary Comprehensive
<b>School category</b>	Community
<b>Age range of pupils</b>	11–19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in 16 to 19 study programmes</b>	Mixed
<b>Number of pupils on the school roll</b>	1512
<b>Of which, number on roll in 16 to 19 study programmes</b>	347
<b>Appropriate authority</b>	the governing body
<b>Chair</b>	David Thorogood
<b>Headteacher</b>	Bob Hamlyn
<b>Telephone number</b>	02089892791
<b>Website</b>	<a href="http://www.wansteadhigh.co.uk">www.wansteadhigh.co.uk</a>
<b>Email address</b>	<a href="mailto:whs@wansteadhigh.co.uk">whs@wansteadhigh.co.uk</a>
<b>Date of previous inspection</b>	25–26 April 2013

## Information about this school

- Wanstead is a much larger than average secondary school with a large sixth form.
- The proportion of pupils supported by the pupil premium is above average. This is additional government funding provided to give extra support to looked after children and those pupils known to be eligible for free school meals.
- The school does not use any alternative provision.
- It is a very diverse community with about two thirds of the pupils coming from black and minority ethnic backgrounds. Over a third of pupils have English as an additional language.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There have been a number of staff changes since the previous inspection, including the appointment of a new headteacher in April 2015.
- The school is part of the Seven Kings School Alliance.

## Information about this inspection

- The inspectors observed pupils' learning in 49 lessons, six of which were observed jointly with the headteacher or other senior staff. In addition, the inspectors made some short visits to observe learning at other times.
- Discussions were held with pupils in each key stage, staff, a representative from the local authority and members of the governing body.
- The inspectors took account of the views of 108 parents and carers who responded to the online questionnaire, Parent View.
- The inspectors reviewed at a number of documents, including: examples of pupils' work; information about pupils' learning and progress; planning and monitoring documents; the school development plan; records relating to behaviour and attendance; safeguarding information; and health and safety documentation; records of governing body meetings
- The inspectors analysed responses to an inspection questionnaire from 68 members of staff.

## Inspection team

Grace Marriott, lead inspector	Ofsted Inspector
Jeffrey Quaye	Ofsted Inspector
Amy Jackson	Ofsted Inspector
Claire Majumder	Ofsted Inspector
Avtar Sherri	Ofsted Inspector



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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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