

Kelmescott School

Markhouse Road, Walthamstow, London E17 8DN

Inspection dates	24–25 May 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher has a very good understanding of the school and its wider community. This has enabled her to create a highly supportive environment with a focus on 'putting learning first'.
- The governors have made significant changes in response to the review of governance which followed the last inspection. They now have a broad range of skills and are able to provide both effective support and challenge to the school. Governors are highly committed and ambitious for pupils to achieve.
- Regular training and a strong commitment to sharing effective practice have improved the quality of teaching.
- Pupils leave the school with levels of progress that are high across a broad range of subjects.
- Improving literacy was a key objective for the school following the last inspection, and work in this area has had a significant impact on increasing reading ages and fostering a strong reading culture.
- Pupils respect each other's differences and are supportive of those who are less confident. They feel safe and value being part of the school community.
- There are regular extra-curricular and enrichment opportunities. These support the development of young people who understand and can contribute to life in modern Britain.

It is not yet an outstanding school because

- Leaders have not established the same high standard of teaching and feedback to pupils across all subjects and groups.
- Although the school manages pupils' behaviour well, a few do not meet the standard required, particularly during less regulated times such as break and lunchtime.

Full report

What does the school need to do to improve further?

- Leaders at all levels should ensure that pupils make good progress across all subjects and year groups by:
 - making sure that the work in the pupils' books is of a high quality and that they receive appropriate feedback and guidance to support their learning
 - monitoring the quality of teaching closely so that it is consistent across the school.
- Ensure that all pupils meet the school's expectations for behaviour, including during social times.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher and other senior leaders have worked together effectively to respond to the areas for improvement at the last inspection and drive forward change. They are focused on providing a pastorally strong environment which also ensures high levels of progress for the pupils.
- Leaders have developed a far greater sense of openness about working together to improve the quality of teaching. A broad range of staff have embraced the opportunity to get involved in 'learning walks' during which teachers visit a number of lessons to get a snapshot of the quality of learning in classes.
- The introduction of 'mini-INSET', a training and sharing of good practice meeting every Wednesday morning for all staff (teaching and support), has made a very clear statement about the school's priority to improve the quality of what goes on in the classroom. Teachers spoke positively about this initiative and how much it has generated a culture of continuous professional development.
- Performance management systems are clear and effective. School leaders and governors set aspirational targets and monitor progress against these well. Additional support is built into the process for any who are not making enough progress towards targets, but leaders have also been robust about not giving pay awards where targets have not been met.
- Middle leaders are increasingly confident about their role in driving up standards, and monitoring and evaluating the quality of teaching and learning. However, there is still some inconsistency at teacher and departmental level.
- The government's pupil premium funding to support disadvantaged pupils is used effectively by school leaders. High progress scores at GCSE level indicate that it is having an impact, and within the pupil premium group, a higher number of pupils than nationally achieved five A*–C grades in 2015, including English and mathematics. Furthermore, the in-school gap between the attainment of disadvantaged pupils and others is closing rapidly.
- Newly qualified teachers and those undergoing in-school training are well supported. The school buys into the local authority training programme for this group. Teachers appreciate this and the school's financial support for their attendance at a professional development residential course.
- The curriculum offer is broad, with a good range of academic and vocational options at key stage 4. The school provides clear guidance to ensure that pupils follow courses appropriate to their ability.
- Transition arrangements are effective in identifying pupils who require additional intervention in Years 7 and 8.
- The curriculum promotes the spiritual, moral, social and cultural development of the pupils well. A good range of activities are woven into the subject areas and additional assemblies and events, for example elections for the executive body of the student council and recent work on female genital mutilation, reinforce this aspect of pupils' education.
- Leadership of the small post-16 provision is strong. The curriculum provides an effective transition year with a range of Level 1 and Level 2 courses for those with limited English or who require a more supportive environment for a further year before leaving for sixth form or college.
- School leaders are acutely aware of their responsibility to promote tolerance and challenge extremism. Work with local community faith groups, events celebrating particular cultures such as 'Eastern European' or 'Bollywood' evenings, and volunteering in the wider community all reinforce the school's clear message about working together as a community.
- The school works hard to engage with parents and recently changed its reporting in response to parents' feedback. This change received positive comments from parents during the inspection.
- **The governance of the school**
 - Membership of the governing body has reduced in number since the last inspection. It is now a highly committed group, evidenced by its robust attendance requirement for meetings, and with a broad range of professional skills.
 - Governors have established links with particular departments and are beginning the process of getting to know their allocated area with the intention of improving communication and understanding of different aspects of the school. Governors are keen to promote a culture of transparency.
- The arrangements for safeguarding are effective. The school has clear systems for recording any concerns about the welfare of pupils, and leaders provided evidence of timely and appropriate referrals to external agencies.

- Pupils are well educated about risks and decision making that will keep them safe and the school has a range of interventions to support pupils identified as potentially vulnerable. The school uses screening software to monitor internet use and pupils spoke confidently about e-safety.

Quality of teaching, learning and assessment is good

- Teachers use assessment information well to plan their lessons. They have a particularly strong knowledge and understanding of key stage 4 courses, and a number of departments have GCSE examiners in their teams. This means that pupils are well prepared for their examinations.
- Many teachers use questioning effectively to extend pupils' thinking and model good use of English to support pupils' development of the spoken word.
- The calm and collaborative environment seen in many lessons supports good progress and enables pupils to feel confident about asking questions and taking risks with their answers.
- There are a number of subjects where pupils are used to leading work and showing high levels of independence, specifically in Latin and English. However, in other lessons, pupils are very dependent on the teacher's lead and this limits the rate of progress and the development of skills for post-16 study.
- Developing feedback to pupils has been a focus for the school since the last inspection. There is clear evidence of this having a positive impact on pupils' progress in some classes, where pupils are used to reading and responding to the teacher's comments. However, the school's policy is not yet embedded and leaders are aware that achieving consistency in this area is key to further improving the quality of teaching and learning.
- There has been considerable work to enhance pupils' literacy skills since the last inspection and the impact of this has been significant. Reading with a tutor, holiday reading challenges and reading lessons in Years 7, 8 and 9, with guidance booklets to guide and stretch different abilities, have increased reading ages. The library is a well-stocked and popular place to go. One group of pupils said it was 'the best thing' about the school.
- 'Super skills' lessons support the development of pupils who enter the school with attainment that is lower than average. Teachers consistently model good examples of work and encourage pupils to articulate their ideas and to deepen their understanding through doing so. Pupils' books and assessment grades indicate that there is significant progress for this group as a result of this approach.
- Teachers challenge the most able pupils by using 'challenge' activities and there is evidence that this has a positive impact on the progress of the most able, particularly in English, history and Latin.
- The post-16 lessons have a strong focus on collaboration between students. This enables students to learn 'soft' skills such as teamwork and to improve their spoken English, as well as completing the academic requirements of their courses.
- The specialist teacher for English as an additional language shares best practice, conducts learning walks and runs a 'surgery' for teachers to help with the development of resources for pupils.
- Homework is not a consistent feature of the school's provision. The school acknowledges that this is an area which requires further development if it is to extend pupils' learning outside the classroom and engage parents in their child's 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. The culture and ethos of the school are inclusive, caring and aspirational. Pupils respond to this by showing respect and tolerance for each other and by working hard.
- Pupils have the opportunity to present their views through the school council and there are a range of opportunities to contribute to assemblies and events and to develop self-confidence.
- There is a clear emphasis on understanding diversity and that has included work on, for example, lesbian, gay, bisexual and transgender groups and different religious and cultural groups.

- Pupils spoke about their pride in the school and how well supported they feel. They receive information about how to keep themselves safe in a range of situations including online, the danger of radicalisation and female genital mutilation, and how to deal with bullying. Pupils feel this is challenged by the school and that there is a 'feeling of trust' about reporting bullying to staff.
- The school's careers programme is effective and has developed under the leadership of a new responsibility holder. All pupils have access to an independent careers adviser and there are activities across the year groups to encourage thinking about future goals and plans. Particular groups are targeted for information and advice, for example, those with special educational needs or disability and those assessed as at the GCSE grade C–D borderline, with a view to raising aspirations.
- The post-16 students are well nurtured by the school and said that they appreciated the opportunity to 'grow and develop' for another year before moving on to sixth form or college.

Behaviour

- The behaviour of pupils is good. There are high expectations of behaviour in lessons and pupils meet this expectation the vast majority of the time.
- Attendance is consistently at or above national figures and the school is proactive about following up any poor attendance swiftly.
- The number of pupils receiving fixed-term exclusions is high compared with the national average. However, this is an effective sanction because the number of repeated exclusions is low.
- Around the school and at breaks and lunchtimes, pupils are generally sociable; however, there are a small minority of pupils who lack self-control at these times when teachers are not close at hand.

Outcomes for pupils

are good

- Pupils enter the school with attainment significantly below the national average. The proportion who achieved five GCSE grades at A*–C including English and mathematics in the most recent examinations was in line with the national average and pupils' rates of progress were significantly above the national average.
- Outcomes in English are particularly strong and the department is very much a leader of good practice across the school.
- Key stage 4 assessment information indicates that outcomes for five GCSEs including English and mathematics this year will be slightly higher than the 2015 results.
- Disadvantaged pupils make good progress in English; however, their performance in mathematics is historically less strong relative to the other pupils. Additional, final-stage examination preparation by the school with a key group of 11 pupils is focused on closing the gap for this year's cohort.
- The small number of subjects in which pupils underperformed at GCSE in 2015 have had additional scrutiny by school leaders and external support to improve outcomes. All indicate that results will be in line with national averages for expected progress and more than expected progress this summer.
- The most able pupils achieve well at key stage 4 and increasing numbers are taking the full range of English Baccalaureate subjects as a result of the school's targeted and aspirational GCSE option programme for this group.
- Although there is some variety within subject areas, the school's assessment information and work in pupils' books indicate good overall progress at key stage 3, including for pupils who have English as an additional language and for those with special educational needs or disability.
- Gaps in Year 9 pupils' progress have been identified by the school and interventions put in place to ensure that progress accelerates as this group moves into key stage 4.
- Pupils' reading skills are good. They read widely and often and there are opportunities to celebrate the enjoyment of reading through events such as those for World Book Day.
- Students in the post-16 provision are all on track to pass their foundation courses which will give them access to the next stage of their education and training.
- The school's figure for pupils not in education, employment or training last year was high. However, this year it has secured places for all of the current Year 11 pupils in colleges or training and similarly all of the post-16 group have a course which represents effective progression in place for September.

School details

Unique reference number	103105
Local authority	Waltham Forest
Inspection number	1001966

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

Type of school	Comprehensive
School category	Maintained
Age range of pupils	11–17
Gender of pupils	Mixed
Number of pupils on the school roll	887
Appropriate authority	The governing body
Chair	Bill Onwusah
Headteacher	Lynnette Parvez
Telephone number	020 8521 2115
Website	www.kelmscott.waltham.sch.uk
Email address	kelmscott.school@kelmscott.waltham.sch.uk
Date of previous inspection	4–5 December 2013

Information about this school

- Kelmscott School is smaller than the average-sized co-educational secondary school.
- There is a small post-16 provision which accepts students who have special educational needs or disability and those recently arrived in the country, on foundation courses for a year.
- The proportion of disadvantaged pupils supported with additional government funding, known as the pupil premium, is high. This funding is provided for those known to be eligible for free school meals and for children looked after by the local authority.
- Pupils come from a diverse range of backgrounds and the proportion that comes from minority ethnic backgrounds is very high.
- A large proportion speaks English as an additional language.
- The proportion of pupils who have special educational needs or disability is above the national average, as is the proportion with a statement of special educational needs or an education, health and care plan.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress at the end of Year 11.
- The school does not currently use any off-site alternative provision.
- The school meets the requirements on the publication of specified information on its website.

Information about this inspection

- Inspectors observed 34 lessons or parts of lessons across a range of departments, some paired with senior leaders. Books were scrutinised as part of these lesson observations. In addition, a separate scrutiny of books from English and mathematics in Years 8 and 10 was carried out.
- Inspectors observed behaviour in the corridors, the canteen and play spaces at breaks and lunchtimes.
- Meetings were held with the headteacher and senior leaders, members of the governing body, middle leaders, the special needs coordinator, newly qualified teachers and those in training with Teach First, the careers information, advice and guidance leader, the literacy leader and a representative from the local authority.
- Formal meetings were held with various groups of pupils, including the most able, the school council and recently excluded pupils. Informal conversations were held with pupils in lessons and around the school.
- A large number of documents were scrutinised, including the school's self-evaluation, information on the current progress of pupils, behaviour logs, attendance and punctuality information, governing body meeting minutes and policies and procedures, including for pupil premium spending, the curriculum, and spiritual, moral, social and cultural development.
- The single central record and safer recruitment procedures were checked.
- Inspectors took account of 61 responses to the staff survey, 13 responses to the Parent View survey and 16 text and meeting comments from parents.

Inspection team

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Annie Gammon	Ofsted Inspector
David Plumeridge	Ofsted Inspector

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