

Bacon's College

Timber Pond Road, Rotherhithe, London SE16 6AT

Inspection dates

1–2 February 2017

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Inadequate
16 to 19 study programmes	Inadequate
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an inadequate school

- Leaders and governors have not ensured that safeguarding is effective in the main school or sixth form. Pre-employment checks are not completed in line with statutory requirements. This puts pupils' welfare at risk.
- The quality of education provided by the school has declined significantly since the last inspection. For example, progress in humanities and modern foreign languages has been well below national averages for far too long.
- Pupils who have special educational needs and/or disabilities, those from White British backgrounds and the most able pupils significantly underachieve over time.
- The governing body has not ensured that additional funding for special educational needs, pupil premium and Year 7 catch-up is making enough difference to the learning of the pupils it is meant to support.
- Governors do not provide sufficient challenge to school leaders. They have been too reliant and accepting of information provided by school leaders.
- The systems that leaders are using to monitor pupils' progress, including when observing teaching, are not effective. Leaders do not have accurate and quick access to information for them to check the progress of different groups of pupils.
- Leaders have not ensured that staff have the skills and knowledge needed to improve the quality of their leadership or teaching. There are too many weaknesses across the school.
- Teaching is inadequate. It is not challenging enough. Activities used by teachers do not routinely suit pupils' different needs and starting points. Consequently, too many groups of pupils make weak progress.

The school has the following strengths

- Teaching in the sixth form is good. As a result, students make good progress.
- Staff know pupils well. Staff use a range of effective strategies to ensure that pupils' emotional well-being is secure.
- In a few subjects, such as art and design, academic standards are high.
- Pupils and parents say bullying is rare. Pupils are taught how to stay safe, for example on their journey to school and when online.

Full report

In accordance with section 44(1) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

What does the school need to do to improve further?

- Improve the effectiveness of leadership and management by ensuring that:
 - senior leaders and governors urgently undertake safer recruitment training so they are aware of and follow statutory guidance in relation to safeguarding
 - pre-employment checks meet statutory requirements, and senior leaders and governors rigorously monitor safeguarding practices across the school
 - leaders put in place appropriate and sustained training for all leaders and teachers, giving them the skills that they need to improve the quality of their work
 - leaders complete the planned review of the structure of the school day to ensure that sufficient teaching time is allocated to subjects across the curriculum
 - leaders and governors evaluate with precision the impact of pupil premium funding on the achievement of disadvantaged pupils, particularly the middle- and higher-ability pupils, and those that need to catch up in Year 7
 - leadership of special educational needs support is effective in enabling pupils to make at least good progress so they are well prepared for the next steps in their education
 - assessment and monitoring processes are fit for purpose, allowing leaders and teachers to monitor the progress of different groups of pupils from their starting points, including at key stage 3
 - systems for setting targets to manage the performance of staff are rooted in high ambition and that targets link fully to whole-school priorities, particularly in relation to groups of pupils that are underachieving
 - all teachers consistently apply school policies, particularly in relation to literacy, behaviour and assessment.
- Rapidly improve outcomes and the quality of teaching across the school by:
 - leaders using allocated funding for pupil premium, Year 7 catch-up and special educational needs effectively
 - ensuring that all teachers challenge and support pupils in their learning, using engaging learning activities that are matched to pupils' different needs and starting points
 - leaders and teachers using intervention strategies more effectively to support pupils that have fallen behind in their learning
 - all teachers actively improving pupils' spelling, grammar and punctuation skills.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of the pupil premium should be undertaken in order to ascertain how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- The principal joined the school in September 2015. He recognised that the school faced significant issues, particularly in relation to the quality of leadership and the lack of training and support for teachers. However, leaders, including governors, have wasted too much time in implementing the necessary changes. As a result, standards at the school have declined significantly since the previous inspection.
- The poor outcomes in 2016 were a shock to leaders, including governors. Leaders had not ensured that systems and procedures for ensuring the accuracy of predictions were robust. Leaders have now engaged in some external moderation in English. Leaders acknowledge that the school has been too insular and has not, for example, shared and collaborated enough with other schools to see if their checks on pupils' progress are accurate. This has prevented the school from improving teaching, learning and assessment.
- There are deeply embedded weaknesses in too many aspects of the school's work. This includes processes for evaluating the quality of teaching over time. For example, leaders do not focus sufficiently on pupils' progress from their different starting points when evaluating pupils' learning. The school's systems for using assessment information, including at key stage 3, are not supporting leaders in monitoring the progress of pupils effectively and accurately. Leaders focus too much on attainment.
- Leaders acknowledge that there has been a lack of much-needed training for leaders and teachers. This has been one of the main reasons why the quality of teaching has declined over time and has resulted in poor outcomes for pupils. There is a wide variability of teaching quality across the school and within subject areas. Teachers new to the profession feel generally well supported.
- Only recently has there been a focus in holding staff to account for the quality of their work. Targets set to manage the performance of teachers are not routinely ambitious enough. They do not link well with whole-school priorities, for example in relation to the progress for groups of pupils who have been significantly underachieving.
- Leaders and governors have not ensured that there is a rigorous evaluation of additional funding for special educational needs and pupil premium. It is not making a difference in securing high achievement for the pupils it is meant to support. For example, leaders are unable to account for the impact of funding for the most able disadvantaged pupils.
- Leadership of special educational needs over time has been inadequate in helping pupils to make the progress they should. Leaders have recognised that the special educational needs register needs to be reviewed. Teachers have not been given sufficient advice and guidance on how to ensure that they can adapt their teaching to suit pupils' specific learning needs. Pupils who have special educational needs and/or disabilities are significantly underachieving. Leaders have recently begun to quality assure the work of learning support assistants, a few of which are currently from agencies.

- Leaders have used additional funding to secure off-site education for a small number of pupils. A few pupils attend their provision on a full-time basis, whereas others attend on a part-time basis for one or two days per week. This is improving pupils' attendance and behaviour, and helping them to gain additional skills, for example linked to the qualifications they are studying.
- Leaders have reviewed the curriculum and have decided to include additional teaching time for English and mathematics in Years 8 and 9 and for subjects that are options at key stage 4. Leaders are committed to the creative arts and pupils are able to choose these subjects freely. Leaders are reviewing the structure of the school day, as they know that, due to the way that the three staggered lunch breaks are organised, it is leading to inequalities in the time allocated to different subject areas. Pupils state that they benefit from a range of extra-curricular clubs and activities after school. A pupil was particularly keen to talk about the dissection he was carrying out in the science club.
- Leadership of the sixth form is securing good outcomes for students over time. Students in the sixth form are well prepared for the next steps in their education.
- Leaders promote pupils' spiritual, moral, social and cultural development effectively. Pupils report that their teachers encourage them to treat each other with respect. Pupils were able to talk about their learning of stereotypes, their knowledge of different faiths and the different types of extremism that exist. Sixth-form students are involved in a very successful peer mediation scheme. They work with pupils in the lower year groups to resolve any differences they may be having. All pupils, including students in the sixth form, have a secure understanding of modern British values.

Governance of the school

- Governance is inadequate. The governing body has been too slow in supporting the principal in implementing the changes that are needed. They have allowed the school to decline significantly since the previous inspection. Governors have not ensured that they meet their statutory duties in relation to safeguarding the pupils at the school.
- Governors have not routinely challenged school leaders. They have relied too much on trusting the information they have been given. Only recently has the governing body commissioned an external review of the school's work. As a result, governors did not have an accurate understanding of the school's strengths and weaknesses. They are unable to talk confidently about their knowledge of how well different groups of pupils are achieving at the school.
- The governing body has not engaged in enough training, for example in relation to safer recruitment. Governors have not checked on whether the school is employing adults that are suitable to work with children.

Safeguarding

- The arrangements for safeguarding are not effective.
- School leaders and the governing body have not ensured that the required pre-employment checks are undertaken prior to adults beginning to work at the school. Leaders and governors do not have enough knowledge to be confident in

understanding the checks that need to be made. Consequently, leaders cannot guarantee that, before adults start work at the school, they are suitable to work with children.

- The school's work in identifying and meeting the needs of vulnerable pupils is secure. A range of adults with different expertise work in student support services. Together, they meet regularly to discuss any welfare concerns they have about pupils. Early help and support is quickly and effectively put in place. Case studies demonstrate how carefully leaders track the impact of their work, particularly in improving the emotional well-being of pupils.

Quality of teaching, learning and assessment

Inadequate

- The quality of teaching has declined significantly since the previous inspection. There is a wide variation in teaching quality across the school and within different subjects.
- The quality of teaching for pupils who have special educational needs and/or disabilities is poor. Teachers have not had enough guidance and training on the range of needs that pupils have, particularly in the case of the support group. Therefore, teachers' learning activities are not well matched to the needs of these pupils and, consequently, pupils make slow progress. The deployment of learning support adults is not ensuring that their skills match the subjects where they are helping pupils to learn. Leaders are, therefore, not ensuring that pupils are well prepared for the next steps in their education.
- Teaching is not routinely challenging enough. Work provided by teachers does not suit the different starting points of pupils, particularly for the most able. This is the main reason why some pupils come off task and engage in low-level disruption. Also, there is too much duplication at key stage 3 of the work pupils have learned in primary school.
- Questioning does not typically encourage pupils to think deeply and to deepen pupils' understanding of what they are learning.
- Teachers do not consistently and actively promote pupil's spelling, grammar and punctuation skills. This is preventing pupils from writing confidently and accurately.
- Where teaching is more effective, it is characterised by teachers using their strong subject knowledge to plan engaging and challenging activities for pupils. This was evident in a physical education lesson where the teacher used a range of techniques to question and develop pupils' understanding of aerobic and anaerobic respiration. Similarly, in an art and design lesson, the teacher's resources and use of demonstration were able to support pupils in understanding Picasso's style. Pupils were then able to incorporate that style into their own work.
- Teaching in the sixth form is stronger than it is at key stages 3 and 4. In the sixth form, teachers use their subject knowledge well in questioning students and to generate powerful discussions. The use of assessment in the sixth form is effective in preparing students for their final examinations.

Personal development, behaviour and welfare

Inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate.
- Leaders' recruitment practices have not ensured that pupils are safe from harm. It is of fundamental importance to ensure that at the heart of securing the physical and emotional welfare of pupils, leaders carry out all statutory pre-employment checks. Leaders' failure to ensure that adults are suitable to work with children prior to their employment puts pupils' safety at risk.
- Pupils reported to inspectors that they feel safe in school and how they receive helpful advice on staying safe on their journey to and from school. Pupils also benefit from advice on managing risks in relation to gangs, knife crime and when using new technologies. Pupils were able to explain these risks and how they can avoid them.
- The school's peer mediation scheme works well. It is made up of a large group of trained sixth-form students who work with pupils in the lower year groups to help them resolve any differences. Pupils who spoke to inspectors often mentioned the success of the scheme.
- Pupils benefit from a wide range of careers advice and guidance. Schemes of work about the world of work from Year 7 onwards, a mixture of one-to-one meetings, careers fairs and work experience, all combine to ensure that pupils have a broad range of effective careers guidance. Sixth-form students feel well prepared for life in the sixth form.
- Parents who responded to Parent View, Ofsted's online questionnaire, were positive that their child was safe and well looked after when in school. Parents whose children started at the school after the start of Year 7 were particularly positive. This was because staff were supportive in helping their children to settle into school life and in making friendships.

Behaviour

- The behaviour of pupils requires improvement.
- Pupils' attitudes to learning are not consistently positive and too many lack an enthusiasm for learning. This is more noticeable when teaching is not challenging or supporting pupils in moving forward with their learning.
- Pupils report that behaviour deteriorates when they have teachers who are not their normal teachers.
- There is some boisterousness in corridors. As the school has three staggered lunches, this boisterousness at lunchtime can cause a distraction for other pupils who are in lessons. Adults actively supervise areas around the school.
- Exclusions rose sharply last year when the principal joined the school and set a high standard for behaviour. They are beginning to decline in this academic year, including for pupils who have special educational needs and/or disabilities.

- Attendance and persistent absence has worsened slightly in comparison to last year. This is particularly the case for pupils from White British backgrounds and pupils who have special educational needs and/or disabilities. Inspection evidence shows that leaders' strategies are beginning to improve the attendance of individual pupils identified as needing support.
- Pupils are typically polite and friendly. They have a welcoming attitude, for example in how they greet and speak to visitors. Pupils are respectful to each other and tolerant of each other's differences.
- A member of staff visits pupils who attend off-site education to monitor their progress. The provision used is matched to pupils' needs and is helping to improve their attitudes and attendance.

Outcomes for pupils

Inadequate

- Outcomes are inadequate because the overall progress made by pupils has declined since the last inspection. Pupils enter the school with levels of attainment that are significantly above the national average. Different groups of pupils, including the most able, those from a White British background, and those who have special educational needs and/or disabilities, leave the school with progress that, over time, is significantly below national averages.
- In 2016, provisional outcomes showed a significant decline in standards across the school, including in mathematics and English. Pupils' progress in mathematics, for example, was in the bottom 10% of schools for middle-ability pupils and girls. In most subjects, progress was significantly below the national average. Attainment in French, mathematics and additional and core science was significantly below the national average.
- Outcomes for pupils who have special educational needs and/or disabilities are poor. Current pupils are not well supported in their learning, particularly in mathematics and English. Current assessment information for this group in both Years 10 and 11 shows weak progress.
- The most able pupils, including the most able disadvantaged pupils, significantly underachieve. In 2015, the progress of disadvantaged most-able pupils in English was significantly below the national average of other most-able pupils. In 2016, provisional outcomes show that achievement is still significantly below the national average. This is because leaders have not ensured that pupil premium funding meets the needs of these pupils.
- Leaders are unable to evidence progress of pupils at key stage 3, including for the groups of pupils that have been underachieving. Lesson observations, looking at the quality of work over time, show wide variability. Due to inconsistency in promoting writing, spelling, grammar and punctuation effectively across the school, and the lack of challenge, pupils are not acquiring sufficient depth in their knowledge, skills and understanding.
- Leaders have decided that pupils in Years 7 and 8 should have a reading lesson once a week. Pupils heard reading did so with confidence. Low-ability readers used their

knowledge of phonics to successfully break down more complicated words. The most able readers were reading demanding books. They read confidently and fluently.

- In 2016, pupils from a Black African ethnic origin, those pupils who speak English as an additional language and pupils who have a low-ability starting point achieved well. There are also some strengths in different subject areas; for example, art and design has been consistently above national averages for attainment in both 2015 and 2016.
- Sixth-form outcomes are good. Students make typically good progress on both AS and A-level courses.

16 to 19 study programmes

Inadequate

- The provision in the sixth form is judged inadequate because safeguarding is ineffective.
- Teaching in the sixth form is good. In 2015, progress was significantly above the national average. In 2016, both overall and for most A-level courses, progress was in line with the national average. Rates of progress on AS courses in 2016 were significantly above the national average. Entries on work-related courses are smaller; students on these courses make progress in line with the national average.
- The most able students do not achieve as well as other groups of students.
- Leaders in the sixth form have a secure understanding of the sixth form's strengths and weaknesses. Students speak highly of the support and guidance they receive in the sixth form. They are well informed about their career options prior to joining the sixth form. This continues during Years 12 and 13 as students prepare for the next stage of education, training or employment. Leaders have ensured that most students complete their study programmes.
- Teachers have good subject knowledge, and a secure understanding of the assessment and exam requirements of the courses that they teach. There were several examples of effective teaching in the sixth form, where students were using the technical language of their subject, both in class discussions and in their written work.
- Students benefit from a wide range of activities to complement their studies. For example, the group of students who volunteer to train as peer mediators have a strong impact on mediation across the school. Others support mentoring and reading schemes in the school.
- A high proportion of students move on to university, including to the Russell Group of universities. Students also understand the value of apprenticeship routes as possible next steps in their careers and, as a result, a small number of students are accepted on to apprenticeship programmes.
- There are a small number of students who are re-taking their GCSE English and/or mathematics. Already this year, most students re-taking English have moved on to a higher level of learning.
- Attendance in the sixth form is high and monitored well. Leaders have identified that the punctuality of a small minority of students needs to improve. They have responded appropriately, for example through the introduction of 'punctuality panels'.

School details

Unique reference number	135401
Local authority	Southwark
Inspection number	10023622

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Secondary comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 19
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	1,071
Of which, number on roll in 16 to 19 study programmes	181
Appropriate authority	The governing body
Chair	Eugene O'Keefe
Principal	Chris Mallaband
Telephone number	020 7237 1928
Website	www.baconcollege.co.uk
Email address	info@baconcollege.co.uk
Date of previous inspection	12–13 March 2013

Information about this school

- The school is slightly larger than the average comprehensive school.
- Pupils who attend the school have significantly above-average prior attainment from their primary school education.
- There is a broadly even balance between the proportion of boys and girls who attend the school.
- The proportion of pupils who are eligible for free school meals is significantly above the national average.

- The proportion of pupils who have special educational needs and/or disabilities is significantly above the national average.
- The proportion of pupils from minority ethnic groups is well above the national average, as is the proportion of pupils who speak English as an additional language.
- The school is a Church of England faith school within the Diocese of Southwark. A section 48 inspection of the school's religious faith took place in November 2014.
- The school has a small number of pupils who attend off-site education, on either a full-time or part-time basis, at Surrey Docks Farm, Military Preparation College Training and Newstart.
- The school does not meet requirements on the publication of information on its website about the updated curriculum information for the current academic year, a complete pupil premium evaluation evidencing impact, or an up-to-date charging and remissions policy.
- The school does not comply with Department for Education guidance on what academies should publish about the school's exclusions arrangements.
- The school currently meets the government floor standards, which set the minimum expectations for pupils' attainment and progress by the time they leave school.

Information about this inspection

- The inspection team visited a range of lessons across different subject areas and year groups. Some of these were joint observations undertaken with school leaders.
- Meetings were held with senior and middle leaders to evaluate the impact of their work. Meetings were also held with governors, newly qualified teachers and teachers undertaking training, and different groups of pupils, including sixth form students. The lead inspector met with the director of education for the Diocese of Southwark.
- Inspectors took into account the views of 20 parents who had responded to Parent View, Ofsted's online questionnaire. They also considered 27 responses to the pupils' questionnaire as well as three responses to the staff inspection survey.
- Inspectors scrutinised a variety of documentation provided by the school, including: assessment information for pupils currently at the school; self-evaluation; improvement plans; schemes of work; monitoring, evaluation and review information; minutes of meetings; attendance and behaviour information; case studies; the single central record of recruitment checks; and other information relating to the safeguarding of pupils.

Inspection team

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Beverley Johnston	Ofsted Inspector
Jenny Gaylor	Ofsted Inspector
Shaun Dodds	Ofsted Inspector
Gill Bal	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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