

Lammas School and Sixth Form

150 Seymour Road, Leyton, London E10 7LX

Inspection dates

23–24 May 2017

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
16 to 19 study programmes	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- The headteacher is totally committed to ensuring the very best opportunities for the pupils in her school. She sets high expectations for her pupils. The pupils respond and take advantage of all that the school offers.
- Leaders focus on teaching and learning as a priority. Teachers are given a great deal of training to develop their teaching. The benefits of this training are seen in pupils' outcomes, which are good and often outstanding.
- Leaders ensure that the pupils are given excellent care and support. Pupils say that the teachers go the extra mile to help them. Pupils make good and often better progress because of this support.
- The headteacher and her team set a culture of mutual respect, which is seen across the school. Pupils' behaviour is good in lessons and around the school in social times. The relationships between all members of the school community are harmonious.
- Governance is a strength of the school. The chair of governors has considerable strategic experience of supporting pupils who have special educational needs. Disadvantaged pupils and pupils who have special educational needs and/or disabilities make excellent progress.
- The headteacher has an exact understanding of the strengths and areas for development in the school. Her evaluation and plans for improvement are precise. Together with her team, she works hard to ensure that the plans are put into action to help the pupils.
- Teachers give regular guidance to pupils about how to improve their work. Pupils do not always follow this guidance. Pupils' progress is not as good as it could be in a few subjects because of this.
- Teachers have been trained to extend the most able pupils' learning. This training is not yet embedded in teachers' practice. The most able pupils' outcomes are not as good as outcomes for other groups of pupils.
- Leaders use a variety of strategies to bring about improvements in pupils' attendance. These interventions are not having the desired impact. Pupils' attendance is still well below national average.
- The sixth form was opened in 2015. The 16 to 19 provision is developing. Students' outcomes in 2016 at AS-level examinations were not good enough. Progress for current students has improved.

Full report

What does the school need to do to improve further?

- Leaders must ensure that:
 - they develop further strategies to reduce pupils' absence to national averages
 - they continue to develop 16 to 19 provision to secure improved outcomes for sixth-form students.
- Teachers must ensure that:
 - they plan work that meets the needs of the most able pupils so that outcomes for the most able pupils improve
 - pupils act on the guidance that the teachers give them to improve their work.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher works relentlessly to achieve the best outcomes for her pupils. Staff, parents and pupils say that she leads the school very well. Leaders and teachers ensure a positive culture across the school. Pupils work hard in lessons and take advantage of wider opportunities to develop as young citizens.
- Leaders give teachers a great deal of training to develop their teaching. Teachers can also develop their leadership skills using established external training programmes. Teachers, including newly qualified teachers, say that they appreciate these opportunities. Many teachers have taken on leadership roles inside the school or gone on to leadership roles in other schools.
- The curriculum is broad and balanced and there are many extra-curricular opportunities for pupils. The curriculum leaders are ambitious for their pupils. Leaders constantly review the curriculum and then adapt and refine the offer to secure stronger progress for pupils. They make sure that additional funding, including the pupil premium and special educational needs funding, is used effectively. Disadvantaged pupils and pupils who have special educational needs and/or disabilities make excellent progress because of this.
- Leaders provide 'super learning days' where pupils study ethics and British values. Pupils have daily tutorials where they are taught in groups with pupils from all year groups. Pupils say that the mixed tutor groups and the lessons help them to understand and work with each other. They show respect and tolerance towards each other. Pupils say that discriminatory behaviour is never seen in school.
- Leaders use pupil premium funding effectively. The funding is used to set up smaller classes and to give resources to disadvantaged pupils such as study guides. Senior leaders mentor and support disadvantaged pupils. Disadvantaged pupils make much progress because of this support.
- Year 7 pupils, who arrive in the school with lower starting points, are supported very well. Leaders track and help Year 7 pupils effectively, using additional Year 7 literacy and numeracy catch-up funding for this purpose. Current pupils in Year 7 who were given extra help this year to improve their reading and numeracy made good progress.
- Senior leaders hold middle leaders to account for the progress of pupils in their subject areas. Middle leaders in turn hold the teachers to account for the progress of pupils in their classes. There is some inconsistency in subject outcomes because a few middle leaders do not effectively track all groups of pupils in their subject areas. In humanities, for example, pupils do not make consistently good progress because of this.
- The headteacher holds a very exact picture of the strengths and weaknesses of her school. Leaders' self-evaluation is accurate and plans to bring about improvements are sharp. Many of the plans are already well under way. Leaders focus on improving teaching. Training has been given on meeting the needs of the most able pupils. Teachers have not embedded this training in their practice. The most able pupils, including the disadvantaged most-able pupils, do not make the progress they are

capable of.

Governance of the school

- Governance is a strength of the school.
- Governors have a clear idea of the areas for development in the school. They use this information to challenge school leaders rigorously. In meetings, they challenge school leaders on pupils' outcomes and on how the budget is spent to support better outcomes.
- The chair of governors has extensive experience of working with pupils who have special educational needs and/or disabilities. He supports the school with the strategic development of special needs provision. Pupils who have special educational needs and/or disabilities make outstanding progress.
- Governors take responsibility for their training. They are well informed about current developments in education. They use this knowledge and training to support senior leaders in the future development of the school.

Safeguarding

- The arrangements for safeguarding are effective.
- The school carries out the proper checks on staff prior to their employment in the school. There are several staff trained to lead on safeguarding. All staff receive regular training on safeguarding. Recent training includes learning about radicalisation and extremism and how to support vulnerable pupils in avoiding these dangers. Pupils say that they feel safe in the school.
- Leaders are vigilant in following up concerns they have about individual pupils. The school uses an electronic system to check child protection concerns. Leaders are effective in tracking referrals they have made to the local authority. Pupils are extremely positive about the support that they receive.
- The safeguarding policy had not been updated with the added information the government gave in September 2016. However, staff have updated their practice considering the new guidance and know how to identify and report sexting, female genital mutilation and honour-based violence. The updated policy was available on the school website during the inspection.
- Pupils are given a great deal of guidance in the tutorial lessons about how to keep themselves safe and healthy. All the pupils who spoke to inspectors know how to get help with all types of bullying, including cyber bullying. They understand the dangers of radicalisation and how to avoid this. Pupils say that they can always get help from the teachers if they have problems.
- Leaders give guidance to vulnerable pupils on female genital mutilation. Other pupils are unaware of this danger. The school has plans to share the guidance on female genital mutilation with all pupils so that they can spot this danger and support their peers in seeking help.

Quality of teaching, learning and assessment

Good

- Teachers plan effectively for their pupils. They have good subject knowledge and they use this to make lessons interesting for their pupils. Pupils focus on their learning and make strong progress in class.
- Teachers set high expectations for pupils' behaviour in class. Pupils are always on time for their lessons. There are good relationships between teachers and their pupils. Low-level disruption is rarely seen in class because of this.
- Pupils are often invited to lead the learning of other pupils in class. In physical education, the most able sports pupils coach other pupils. The pupils enjoy the opportunity and develop their own skills during this process.
- Leaders have introduced a commercial online package to set homework for pupils. Pupils use this well. Pupils say this helps them manage their homework and supports their learning in class.
- Teachers help pupils in their learning by using questioning effectively. Pupils are always keen to respond. In some lessons pupils ask teachers tough questions to develop their learning. Most pupils enjoy finding out new things and managing their own learning.
- Teachers help pupils who fall behind by giving extra lessons in the lunch hour and after school. Pupils are also helped in the tutorial lessons by their tutors and older pupils if they do not understand their work. Pupils say that they really like the support in the tutorial lessons.
- Parents who responded to the Ofsted online questionnaire say that they are given accurate information from the school about their child's progress. Over 95% of parents who responded say that they are pleased with the progress that their child is making in school.
- Pupils are encouraged to read in class. Pupils who are less fluent in reading are also encouraged to read aloud to the class. All pupils listen respectfully. Consequently, pupils who speak English as an additional language are developing their pronunciation well. The school does not track wider reading for all pupils. A small number of pupils who speak English as an additional language can read fluently but do not always understand the meaning of difficult text.
- Pupils' literacy is developed in mathematics and most other subjects. In a few subjects, the development of literacy is inconsistent. Some pupils continue to make the same errors in spelling because this is not always picked up in lessons.
- Teachers give regular guidance, both verbal and written, to pupils about how to improve their work. Pupils respond promptly to verbal guidance from the teachers and this helps to deepen their understanding. Pupils' response to the written guidance varies. One pupil said she 'did not have enough time to respond to the teacher's written guidance'.
- Teaching does not routinely stretch the most able pupils. In many lessons, this small group of pupils does similar work to the rest of the class. Consequently, the most able are not regularly challenged to develop their learning and do not make the swift progress they are capable of. There are a small number of most-able disadvantaged

pupils and their progress is also reduced.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are extremely positive about the arrangement of mixed year groups in the tutorial lessons. They enjoy mixing with older and younger pupils and there are good relationships across year groups as a result.
- Pupils are given information to support their choice of GCSE and A-level subjects. There is a comprehensive programme of activities which starts in Year 7 and continues up to Year 13 to help pupils make the right choices about careers. On one day each year, an entire year group goes out on university visits. Leaders work with the East London Business Alliance to develop employability skills in pupils. Pupils are well prepared for the next stage in their education and for the world of work.
- Pupils are taught about the dangers in society and are given advice on how to keep themselves healthy and safe. Pupils say that bullying is rare, but when it does happen, teachers deal with this effectively. There is a student support team in school, as well as a counsellor. Pupils know where to go for help. One pupil said, 'There is no one I would trust more than the teachers.' Teachers support pupils very effectively to keep themselves safe.

Behaviour

- The behaviour of pupils is good.
- Leaders set up a one-way system for movement around the school. The playground is divided into zones to give quiet areas where pupils can sit and chat. Staff are visible on corridors and in the playground. These arrangements help pupils manage their good behaviour on the corridor and in social areas.
- Leaders set up panel meetings where they discuss pupils who are at risk of exclusion. A range of interventions are put in place for pupils who are at risk. Pupils' exclusions, both internal exclusions and external exclusions, have decreased dramatically in the last two years and are well below national averages.
- Pupils' attendance is below the national average. The number of pupils who are persistently absent is above the national average. The school finds that many pupils take extended holidays in their home countries. In addition, many pupils return to their country of origin for medical treatment. Leaders have introduced many strategies to improve attendance. There is a marginal improvement in pupils' attendance this year but attendance is still below the national average.
- Leaders are working closely with the local authority to improve pupils' attendance. The school has obtained additional funds to set up a pilot programme to provide a mentor and special classes for the pupils from the Traveller community who are persistently absent.

Outcomes for pupils

Good

- In GCSE examinations, the pupils' outcomes have improved over time and pupils' progress is well above average. Leaders set targets for all pupils to make swift progress. Information on pupils' progress is collected four times each year. Leaders manage robust interventions for pupils who are not meeting their targets. Progress of current pupils appears to be very good from the information given by the school.
- Pupil premium funding is used well to ensure that disadvantaged pupils make substantial progress. Funding to support Year 7 pupils who arrive in school with lower attainment is also used effectively. Current Year 7 pupils have improved their reading because of the help they receive using this catch-up funding.
- In GCSE examinations in 2016, all pupils made exceptionally good progress in English and mathematics. However, in science, languages and humanities subjects, pupils who speak English as their first language did not make as strong progress. Support for pupils who speak English as their first language has improved and current pupils are making better progress.
- In 2016, examination results in science and humanities subjects showed that disadvantaged pupils and the most able pupils did not make strong progress. The training provided for teachers in meeting the needs of the most able pupils is not embedded in practice. The most able pupils in the school are not making the swift progress that they should.
- Pupils who have special educational needs and/or disabilities make substantial progress from their starting points because of the school's excellent provision.
- Pupils go on from Year 11 to a wide variety of educational establishments. A small number of pupils stay in school for the sixth form. The guidance on the choices for pupils after Year 11 is very comprehensive. As a result, 95% of the pupils go on to further education, which is above the national average.
- Outcomes for sixth-form students in 2016 AS-level examinations were weak. Leaders have put in place interventions to improve the students' progress in A-level examinations in 2017. Current sixth-form students are making better progress in Year 13.

16 to 19 study programmes

Good

- The director of the sixth form is ambitious for students and tracks their progress carefully. The director has a strong understanding of students' current progress and works with subject leaders to secure better progress for the students.
- The sixth form is very small, with only 43 students. Despite the small number of students there are many courses on offer for them. This includes a wide-ranging careers programme which covers apprenticeships and higher education courses. Students have individual plans in place for their next steps. Almost all students in Year 13 have an offer from a higher education university or college to study next year. Any who do not have a placement are helped by external agencies to obtain a suitable placement. Careers advice and guidance are very comprehensive and effective.

- All Year 12 students carry out work experience and the school offers a programme on skills for life. Students say that this builds their confidence and prepares them well for life after school.
- Support for students in the sixth form who have special educational needs and/or disabilities is highly effective. There is also good support for students who speak English as an additional language. These groups of students say that they appreciate and benefit from the small sixth form. The school is effective in meeting the needs of these groups of students and improving their progress.
- The study programmes for students who need added support with their mathematics and English are well planned. Most students who did not achieve grade C in Year 11 are making good progress towards grade C now.
- Students are tracked rigorously. Any student who falls behind with their work is given help to enable them to catch up. Very few students drop out of their sixth-form studies because of the support they receive to keep them on track.
- Sixth-form students are very knowledgeable about the dangers of radicalisation and gangs and how to avoid these risks. They say that the school has given them good advice and guidance about how to keep themselves safe.
- AS-level results in 2016 were poor. Students' progress seen by inspectors during the inspection shows improvement. Leaders invited the local authority to carry out a review of the sixth form provision and students' progress in March. The reviewer said 'The Year 13 attainment information is looking much more positive.'
- Information provided by the school shows that Year 12 students are making very good progress in English and chemistry. Students in Year 13 are meeting the targets set by the school for their attainment in all their subjects.
- In mathematics and psychology lessons, teachers question pupils effectively to deepen and develop their learning. In some lessons, the most able students are not challenged to stretch their learning. Consequently, the most able sixth-form students do not make as much progress as they could.

School details

Unique reference number	133287
Local authority	Waltham Forest
Inspection number	10034099

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

Type of school	Secondary comprehensive
School category	Maintained
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	715
Of which, number on roll in 16 to 19 study programmes	43
Appropriate authority	The governing body
Chair	Ted Cooke
Headteacher	Shona Ramsay
Telephone number	020 8988 5860
Website	www.lammas.waltham.sch.uk
Email address	school@thelammas.com
Date of previous inspection	Not previously inspected

Information about this school

- By the end of the inspection the school met requirements on the publication of specified information on its website.
- A small number of pupils attend Waltham Forest College for alternative provision.
- The school meets current government floor standards.
- The proportion of pupils who speak English as an additional language is high.
- The proportion of pupils eligible for free school meals is high.

Information about this inspection

- Inspectors visited 39 lessons, including short visits and part-lessons. They saw teaching across a range of year groups and subjects. Inspectors also visited tutorial sessions.
- Discussions were held with a local authority representative, the headteacher, members of the governing body, senior and middle leaders, a range of staff, including newly qualified teachers, and groups of pupils.
- Inspectors took account of the five responses from pupils and 31 responses from staff to the Ofsted online questionnaire.
- Inspectors took account of the 31 responses from parents to the Ofsted online questionnaire.
- The inspection team scrutinised a wide range of documentation, including: records relating to pupils' behaviour and attendance, minutes of meetings, information on pupils' progress, the school's self-evaluation and planning, and the school's assessment system.
- Inspectors reviewed safeguarding records, policies and procedures.

Inspection team

Joan McVittie, lead inspector	Ofsted Inspector
Heidi Swidenbank	Ofsted Inspector
Yvonne Chisholm	Ofsted Inspector
James Whiting	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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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