

# Haberdashers' Aske's Hatcham College

Pepys Road, New Cross, London SE14 5SF

## Inspection dates

26–27 February 2019

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Outstanding</b>
16 to 19 study programmes	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

## Summary of key findings for parents and pupils

### This is a good school

- The principal and leaders at all levels are unwavering in their commitment to improve the life chances of all pupils at the school. After a brief period of decline, the school is now back on track.
- Standards are improving quickly. Current pupils of all abilities are making better progress than those in the past because teachers' expectations of them are higher.
- Teaching is strong in all sections of the school, because teachers work hard to develop their professional skills. As a result, pupils make good progress in the main school and sixth form.
- Trustees and governors know the school thoroughly. They are ambitious for the school and challenge and support senior leaders well.
- The curriculum is carefully constructed; it is appropriate to pupils' needs and equips them with the skills and knowledge they need for life.
- Good provision in the sixth form ensures that students achieve well in a range of academic and vocational subjects.
- Pupils behave well around the school and in lessons. The school's inclusive ethos enriches pupils' spiritual, moral, social and cultural development.
- Careers education and guidance are key strengths. Staff are effective in supporting pupils' personal development and welfare.
- Provision in the early years is outstanding. The outside area has been transformed, and children engage happily and enthusiastically in learning and play. They make excellent progress in many areas of learning.
- Some teachers do not check pupils' progress well enough in lessons or intervene where necessary to improve learning.
- Sometimes, teachers do not set tasks and activities that deepen the understanding of higher-attaining pupils.
- Some subject leaders are not sharp enough at using information about pupils' progress to improve the quality of teaching.

## Full report

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

- Further improve the quality of teaching, learning and assessment by:
  - ensuring that teachers routinely check pupils' progress during lessons and intervene promptly to consolidate pupils' learning, especially that of disadvantaged pupils
  - making sure that teachers use tasks and activities more thoughtfully in lessons so that higher-attaining pupils deepen their understanding.
- Further improve the effectiveness of leadership and management by ensuring that all subject leaders are equally effective in their use of information about pupils' progress to tackle the remaining weaknesses in teaching.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- New leadership has quickly addressed the recent dip in the school's performance, including the underachievement of some groups of pupils. The new principal's sharp and accurate evaluation of the school stimulated an urgent response to reverse the decline. As a result of precise, effective and timely action by the leadership team, the school is now back on track.
- Leaders are highly committed to building on recent successes and have already made a strong impact on the quality of teaching. They have high expectations of both staff and pupils and provide clear strategic direction. Leaders have an accurate view of the school's strengths and weaknesses. Action plans for improvement are appropriate and well considered. Staff are fully aware of the school's priorities and are committed to improving pupils' progress further.
- Staff morale is high. Staff are proud of the progress made over the last year and are very supportive of leaders' initiatives. Teachers value the high-quality professional development that they receive, led by the senior leaders with responsibility for improving teaching and pupils' learning.
- Leaders have introduced a wide range of strategies to improve the quality of teaching. For example, teachers collaborate well with each other to plan learning. Leaders and teachers also work with staff in other schools within the federation's teaching school alliance, to check the accuracy of their assessment of pupils' work. As a result, the quality and accuracy of assessment has improved in all key stages.
- Leaders are increasingly effective at developing the curriculum in the context of an all-through school. Many staff in the primary and secondary school work together to ensure that the curriculum in key stage 3 builds on the knowledge and skills gained in key stage 2. Leaders review the curriculum regularly to ensure that it meets the needs of all pupils. There is a wide range of subjects on offer, with different pathways available for pupils with different starting points. Leaders have suitable plans in place to increase further the proportion of pupils who take qualifications in the courses within the English Baccalaureate.
- The taught curriculum is well supported by a wide range of extra-curricular activities and educational visits, including to local universities. Pupils value these opportunities to develop a range of skills such as team working and leadership, for example through sport, drama and music. Participation rates are good across year groups.
- Leaders consider carefully how to use the additional funding for Year 7 literacy and numeracy catch-up and for pupils with special educational needs and/or disabilities (SEND). For example, teachers are successful in promoting pupils' enjoyment of reading; additional support is given to pupils who find reading difficult, and this contributes to the improvements seen in pupils' progress at key stages 1 to 3.
- Leaders use the pupil premium funding effectively to support disadvantaged pupils. As a result of more precisely tailored support, pupils are making stronger progress in many subjects, including English, science and humanities. However, leaders know there is more to do to ensure that this group of pupils attain to their potential across a

range of subjects. This is a key area for improvement across the school.

- Most subject leaders check the quality of teaching, learning and assessment rigorously and work with teachers to improve teaching. However, a minority of subject leaders are less effective, and they are receiving appropriate training and support from senior leaders.

## **Governance of the school**

- The chief executive officer, trustees and governors have strong ambitions for the school, informed by their understanding of pupils' achievement. For example, they know that disadvantaged pupils and higher-attaining pupils should be making even better progress to reach their potential. They recognise that the school's performance declined last year, and have taken effective measures to strengthen their practice.
- Trustees and governors are highly skilled. Between them, they have a broad range of expertise, clearly defined roles and a variety of responsibilities. They are kept well informed by the principal about all aspects of the school. They also make regular checks on the quality of teaching, learning and assessment. Consequently, they know the strengths and weaknesses of the school very well.
- Governors are not complacent and recognise that more needs to be done to improve the consistency of teaching. They are able to ask sharper questions, because of the quality of the information and analysis available to them.
- Governors are fully involved in the life of the school. They carry out their statutory duties rigorously, including monitoring the use of additional funding.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- All staff have completed training in safeguarding. Staff are aware of the signs of abuse to which they should be alert. They know what to do if they have any concern about a pupil's welfare or safety. Leaders work well with a range of external agencies to protect any pupil who might be at risk. Referrals are made effectively and in a timely manner.
- Pupils have a good understanding of how to keep themselves safe online and what to do if they have any concerns. Pupils said that they feel safe in school and have up-to-date information on a wide range of potential risks and community issues. These include, for instance, knife crime, gang culture and harassment. Themes such as these are then developed further during assemblies and tutorials, so that pupils can discuss how to keep themselves safe.
- Safeguarding checks on alternative providers are rigorous. Leaders carry out regular visits to pupils in their placements to check on their progress.
- The safeguarding governor meets regularly with senior leaders and checks a range of safeguarding practices.

**Quality of teaching, learning and assessment**

**Good**

- Teaching is consistently strong in the primary school. For example, pupils are given adequate time to discuss or reflect on new learning; as a result, most pupils retain important knowledge or develop a secure understanding of the key concepts or skills needed.
- There is some very effective teaching in the school. Leaders have been successful in establishing a common set of lesson expectations, and all teachers follow the school's policy on lesson planning.
- Most teachers give pupils time and opportunities to correct mistakes in order to improve their work, which leads to better understanding. For example, pupils often review and edit their responses to questions, which helps to consolidate their learning.
- Teachers are increasingly effective in developing pupils' literacy skills in the context of their subjects. For example, they routinely use 'command words' to help pupils organise their thinking and structure their writing. As a result, pupils in all key stages are beginning to provide better explanations of the key concepts they are learning.
- The teaching of mathematics is strong, particularly for pupils with low prior attainment. This is because teachers are skilful in modelling how to break down a problem into its component parts and in helping pupils apply the skills already learned to solve it. As a result, pupils are now better at applying their reasoning skills to solve new problems.
- Teachers provide pupils with an array of opportunities to regularly explore and practise examination-style questions. These are thoughtfully integrated into the curriculum and help to improve their achievement by the end of key stage 4.
- Within a context of good teaching overall, there is some variability and inconsistent teaching in a few subjects. For example, some teachers do not check pupils' progress during lessons well enough or use the information to consolidate their learning. Consequently, on these occasions, pupils' learning is not as deep as it could be.
- Some teachers do not have high-enough expectations of what their pupils can achieve, particularly pupils with high prior attainment. The consequent lack of challenge in the tasks and activities provided prevents some pupils from making even stronger progress over time.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Leaders have established a culture of respect for others, within and beyond the school community. Pupils use the opportunities they are given to work together in lessons very well.
- Pupils are proud of their school and wear their uniform smartly. They said that their views are valued by adults and that some changes have been made in the school as a direct result of consultation with the pupils. Pupils elect their school council and house leaders, who have responsibility for several projects within the school.
- Provision for pupils' spiritual, moral, social and cultural development is a strong aspect

of the school's work. This is because leaders have developed a well-planned programme of assemblies, tutorials and lessons to help pupils reflect on their wider role in British society. For example, pupils show a good understanding of diversity and democracy, different faiths and human rights.

- Pupils who spoke to inspectors said that bullying is rare and, when it happens, they know who to go to for support. They showed a good understanding of the different kinds of bullying and how the school promotes tolerance of others. The pupils said that the school does not accept the use of any discriminatory language.
- Pupils are well prepared for life after they have left the school. They benefit from a carefully planned programme of careers guidance, which provides clear progression through key stages 3, 4 and the sixth form. A range of businesses and further education providers encourage pupils to explore different careers and to challenge stereotypes. In 2018, all pupils who left Year 11 moved on to education, employment or training.
- Pupils who are educated off site are well looked after. The school's records of pupils' behaviour, attendance and progress show that these pupils benefit from the provision because it is well tailored to their needs.

## Behaviour

- The behaviour of pupils is good.
- Most pupils behave well in lessons. They listen attentively to others. They are keen to work hard and to demonstrate what they know and can do. Pupils value the new rewards system. They are keen to receive rewards for good behaviour and attendance.
- Pupils told inspectors that behaviour has improved due to the new systems in place and higher expectations from staff. As a result, the number of fixed-term exclusions has gone down and is currently below the national average.
- During breaks and the changeover of lessons, the school is calm and orderly. Pupils are generally punctual to lessons. Most are well equipped and ready to learn.
- The behaviour of pupils in the primary school is excellent at all times. In lessons, pupils are eager to learn and participate actively in a range of classroom activities.
- Pupils' attendance is above the national average, and has also risen for disadvantaged pupils. Leaders have taken decisive action to track attendance closely and to work with pupils and their families to promote the importance of good attendance. As a result, persistent absence has decreased and is now below the national average.
- Inspectors saw some low-level disruption in a very small minority of lessons in the secondary school. Pupils said that this was typical in a few cases where teachers struggled to sustain the motivation of all pupils.

## Outcomes for pupils

**Good**

- The majority of pupils currently in the school are making strong progress and are on track to achieve their challenging targets.

- In 2018, GCSE results showed a dip in pupils' progress by the end of key stage 4. While pupils' overall progress was broadly average, many pupils underachieved in some subjects, including science and languages. This was particularly the case for disadvantaged pupils and pupils with high prior attainment, who made up around one third of the Year 11 cohort. Leaders analysed in detail the reasons for this decline and took decisive actions to reverse it. For example, senior leaders now work closely with subject leaders to monitor teaching with greater precision and provide tailored support for sustained improvement.
- In key stage 1, pupils build well on the skills and knowledge they have acquired in reading, writing and mathematics in the early years. Pupils' attainment in the Year 1 phonics screening check in 2018 was above average. As a result, they are well prepared to commence learning a much broader curriculum in key stage 2.
- Pupils make strong progress in a wide range of subjects in key stage 2, including English and mathematics. Teachers are increasingly effective at getting more pupils to learn in greater depth, for example by making stronger connections with their previous learning. Pupils' books demonstrate that the concepts taught in different subjects are well sequenced, resulting in strong learning over time.
- Reading is promoted well throughout the school. Pupils demonstrate an enjoyment of reading and persevere when they tackle new words. Pupils are encouraged to read challenging texts and are given opportunities to discuss their reading with others.
- Pupils with SEND make strong progress in the main. They have benefited from the sharper monitoring of teaching, supported by good professional development. Leaders have the capacity to sustain these recent improvements.
- Scrutiny of pupils' work shows that the most able pupils and disadvantaged pupils are making stronger progress this year in many subjects. Although improving, their progress remains slower in some subjects, in particular in mathematics and languages. Leaders are aware of this; they constantly review the quality of provision to ensure that the interventions provided have the desired impact.
- Leaders monitor effectively the quality of education for the few pupils who attend alternative provision. These pupils benefit from an appropriate curriculum that focuses on preparing them for the next stage of their education.
- Pupils are well prepared for their next steps in education. All pupils secure appropriate places in education, training or employment by the time they leave the school.

## Early years provision

## Outstanding

- Children in the early years make excellent progress, because teachers are effective in developing their early reading, writing and mathematical skills. The proportion of children achieving a good level of development has continued to rise, so that it is now

above the national average.

- Improvement planning in the early years is based on detailed and accurate self-evaluation. For example, leaders ensure that there is a strong focus on developing children's communication and language skills, because they know this is the area of greatest need. Teachers model language effectively. They repeat complete sentences back to children, so that children develop language skills well.
- Teaching is very strong in the early years. Interactions between adults and children are purposeful and help build children's emerging skills and knowledge. Staff are rightly ambitious to take every opportunity to develop children's early writing skills. Consequently, children with low starting points gain confidence to write independently and 'have a go'. Teachers help them to build words using their phonic knowledge. The most able children write well-constructed sentences, using accurate punctuation and phonetically plausible words.
- Teachers' planning for learning activities takes into account early, accurate assessments of children's development. The early years curriculum is appropriately broad and engages children's natural curiosity. For instance, children match number sentences with practical apparatus and number cards. Teachers use highly effective questioning to move learning forward.
- There are excellent links between the early years setting and parents and carers. For example, on entry, parents contribute wholeheartedly to teachers' initial assessments of their children. Throughout the year, there are well-planned opportunities for parents to visit the setting and participate in children's learning.
- All statutory safeguarding and health and safety requirements are met in the early years. Children's behaviour is outstanding, and they learn to follow adults' instructions respectfully. As a result, the setting is calm and harmonious.

## 16 to 19 study programmes

**Good**

- The quality of education provided in the sixth form is good. This is because students' attitudes to learning are very positive, teachers have high expectations of students and leadership is effective.
- Students' outcomes are good. Most students follow academic courses. These students typically meet their own ambitious targets, including those who join the sixth form from other schools. Similarly, the smaller proportion of students who follow vocational courses typically attain grades that match those of students with similar starting points nationally. Disadvantaged students' progress closely matches that of others with similar starting points.
- The quality of teaching is consistently good in both academic and vocational courses. Teachers have a clear understanding of their students' progress and take the necessary steps to support, deepen and extend their learning. Students respond positively to teachers' high expectations and, as a result, work with care and precision.
- Leadership of the sixth form is good. Leaders know students well. For example, they assess, monitor and evaluate students' learning consistently and effectively. As a result, where a student's progress dips, leaders act accordingly to support improvement.



- Students benefit from the activities which leaders provide to broaden their study programmes. Leaders ensure that opportunities for students' personal development and work-related learning form an integral part of their curriculum experience. For example, all students undertake a work experience placement, which supplements and enriches preparedness for their next steps. They participate in a range of additional activities, including the support of pupils in key stage 3. These aspects of the curriculum meet the requirements of the 16 to 19 study programmes and make a strong contribution to students' wider development.
- Sixth-form leaders provide useful information and support for students' next steps in education and employment. Students' retention in the sixth form is higher than that found nationally. Almost all pupils complete and take examinations in the courses that they begin. Leaders ensure that the careers advice and guidance curriculum provides good-quality opportunities for students to think about and apply successfully for their chosen destinations. They typically move on to university courses, including at Russell Group universities.
- Historically, there have not been enough vocational courses offered to broaden the appeal of the sixth form to a wider range of students. In response, leaders have planned to broaden the curriculum further, through the provision of more applied and vocational courses.

## School details

Unique reference number	135073
Local authority	Lewisham
Inspection number	10086810

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	All-through
School category	Academy sponsor-led
Age range of pupils	3 to 18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	1828
Of which, number on roll in 16 to 19 study programmes	315
Appropriate authority	Board of trustees
Chair	Nick Scarles
Principal	Alex Williamson
Telephone number	020 7652 9510
Website	<a href="http://www.haaf.org.uk">www.haaf.org.uk</a>
Email address	<a href="mailto:A.Williamson@haaf.org.uk">A.Williamson@haaf.org.uk</a>
Date of previous inspection	14–15 January 2014

## Information about this school

- The college is much larger than the average-sized school. It is an all-through school, providing for pupils between the ages of three and 18, and operates from three different sites.
- The proportion of pupils from minority ethnic groups and the proportion of pupils who speak English as an additional language are much higher than those found nationally.
- The proportion of pupils with SEND is below average.
- The proportion of disadvantaged pupils supported by the pupil premium grant is

broadly average.

- There are currently a few pupils who are taught at New Cross College, an alternative provision away from the school, for part of the time.
- The school is governed by the Haberdashers' Aske's Educational Trust and is the lead school of the trust's federation, incorporating two other local academies. The federation has established a teaching school alliance ATLAS which provides a range of programmes for continuing professional development.
- The federation is led by a chief executive officer who line-manages the principal. The current principal has been in post since September 2018.

## Information about this inspection

- Inspectors observed pupils' learning across the school in a wide range of subjects. Some of these were joint observations with senior leaders. Inspectors observed pupils' conduct at breaktimes and lunchtimes.
- Inspectors looked at a wide range of pupils' work in different subjects throughout the inspection to evaluate pupils' learning over time.
- Inspectors met with groups of pupils formally and spoke with many more pupils informally around the site at breaktimes and lunchtimes.
- Inspectors listened to some pupils in the primary school read.
- Meetings were held with the principal and senior leaders, middle leaders and teachers. The lead inspector also met with the chief executive officer of the federation, the head of the federation trust and the chair of the local governing body committee.
- The inspection team scrutinised a wide range of documentation, including records relating to pupils' behaviour and attendance, safeguarding information, information on the progress made by pupils, training arrangements for teachers and other staff, checks on the quality of teaching, records of external support visits, the school's self-evaluation and the improvement plan.
- Inspectors took account of the views of 117 staff and 129 pupils through Ofsted's online questionnaires. There were no responses to Ofsted's online questionnaire for parents Parent View.

## Inspection team

Nasim Butt, lead inspector	Her Majesty's Inspector
Kanwaljit Singh	Ofsted Inspector
Bruce Goddard	Ofsted Inspector
James Whiting	Ofsted Inspector
Ogugua Okolo-Angus	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](http://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings).

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