

Inspection of an outstanding school: Forest Gate Community School

Forest Lane, London E7 9BB

Inspection dates:

8 and 9 December 2021

Outcome

Forest Gate Community School continues to be an outstanding school.

What is it like to attend this school?

Pupils are proud to attend Forest Gate Community School. They told inspectors how much they appreciate all of the school's efforts to promote their personal development and academic success. All pupils achieve well.

Leaders aim to teach all pupils to become independent. Through the curriculum, they encourage pupils to reflect on what they have learned and how to improve further. Leaders promote extensive opportunities for pupils' personal development. For example, the use of the 'master mission' aims to extend and enrich pupils' learning. Through this approach, pupils build their cultural understanding and learn how they might contribute to the wider community.

Pupils respond well to the leaders' and staff's high expectations. All pupils, including those with special educational needs and/or disabilities (SEND), participate in the whole curriculum. Across a range of subjects, pupils' work is of a consistently excellent standard.

In lessons, in the playground and around the buildings, pupils' behaviour is exemplary. They are keen to learn, and listen attentively in lessons. Leaders teach pupils the importance of being respectful, considerate and courteous to others. Bullying is rare. If it happens, staff deal with it quickly and effectively. Pupils enjoy school and feel safe.

What does the school do well and what does it need to do better?

Leaders have put in place an ambitious and broad curriculum. Throughout the school, pupils study subjects in depth. Subject leaders make sure that pupils build up knowledge carefully over time. For example, in Spanish, pupils drew on their existing vocabulary to describe items of clothing. They then used this vocabulary to describe an outfit, and added a series of connectives to join their ideas together effectively. Teachers routinely provide opportunities for pupils to demonstrate and deepen what they know. For example, in mathematics, pupils confidently described how they applied their learning about scale factors. Teaching also includes purposefully designed tasks which help pupils to recall and secure their understanding. For instance, in history, pupils recalled knowledge about early

castles to explain how the Normans developed feudalism to control England. Work given to all pupils is demanding.

Teachers' subject knowledge is strong. They use assessment well to check pupils' understanding and help pupils to improve their work. Leaders ensure that pupils with SEND access the full curriculum. Teaching assistants provide additional help in lessons to meet pupils' individual needs.

All pupils read widely and often. Teachers encourage pupils to access a broad range of texts through the curriculum. Pupils use the school library enthusiastically, and enjoy reading for pleasure. Well-trained staff support pupils who might need extra help in developing their reading fluency.

The curriculum is underpinned by a sharp focus on developing pupils' language and vocabulary. Pupils routinely use subject-specific terminology accurately in all aspects of their work. They develop detailed knowledge and skills across the curriculum. All pupils achieve exceptionally well.

Pupils are keen to learn and are punctual to lessons. They are highly motivated and take pride in their work. Pupils are ready to learn from their mistakes, and keep trying even when they might find learning initially difficult. There are no unnecessary interruptions to learning. Pupils receive helpful careers advice and are well informed about what their next steps could be.

The wider curriculum aims to help pupils to develop their talents. Leaders offer an extensive range of extra-curricular clubs. These clubs are well attended by pupils. Leaders want pupils to have a voice about relevant issues in the wider world. Through the personal, social, health and economic education curriculum, teachers create structured opportunities for pupils to debate current issues. Pupils are keen to contribute their opinions. Leaders provide pupils with a range of leadership opportunities in school. For instance, pupil leaders give their viewpoints at governors' meetings. Pupils have many opportunities to raise money for charity. They also organise events to promote topical issues, such as environmental awareness.

Leaders and governors listen to the staff's views on workload and well-being. They use feedback from staff to reduce workload. Leaders arrange plentiful opportunities for staff to develop professionally. Teachers appreciate the range of guidance and training offered.

Safeguarding

The arrangements for safeguarding are effective.

Leaders monitor the well-being of all pupils and make sure that they are safe. They are quick to identify vulnerable pupils and those at risk of harm. Leaders act promptly to support them. Staff work effectively with external agencies, where needed, to ensure that pupils are well supported.

All staff undertake appropriate and up-to-date safeguarding training. Through the curriculum, leaders teach pupils about managing potential risks to their well-being.

Teaching on issues such as relationships and consent is carefully considered, and appropriate to pupils' ages and needs.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be outstanding in February 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	143274
Local authority	Newham
Inspection number	10210438
Type of school	Secondary comprehensive
School category	Academy
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	1252
Appropriate authority	Board of trustees
Chair of trust	Jan Tallis
Headteacher	Thahmina Begum
Website	http://www.forestgatecst.org/

Information about this school

- Forest Gate Community School is a larger-than-average school.
- It is part of the Community Schools Trust, which also includes two other secondary schools and a university technical college.
- The school uses two registered alternative providers.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors met with the headteacher, the chief operating officer and deputy chief operating officer from the trust and the chair and vice-chair of the governing body, and spoke to staff at the alternative provisions.
- Through discussion with leaders, pupils and staff, inspectors considered the effectiveness of safeguarding. Inspectors looked at documentation relating to safeguarding, including pre-employment checks for staff and records of leaders' actions to keep pupils safe, including through work with external agencies.
- Inspectors carried out deep dives in these subjects: English, drama, history, art and science. For each deep dive, inspectors met with subject leaders, looked at curriculum

plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors observed behaviour in lessons and at lunchtime. Inspectors spoke to a range of staff about their views on behaviour, their workload and their well-being. Inspectors also spoke with pupils to consider their views.
- Inspectors considered the views expressed by parents, staff and pupils who responded to Ofsted's surveys.

Inspection team

Anne Hudson, lead inspector	Ofsted Inspector
Bruce Goddard	Ofsted Inspector
David Thomas Hatchett	Ofsted Inspector

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