

# Inspection of Plashet School

Plashet Grove, East Ham, London E6 1DG

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Inspection dates: 9 and 10 November 2022

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Previous inspection grade	Outstanding

This school was last inspected 14 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

## **What is it like to attend this school?**

Pupils develop in confidence here. Staff have high expectations of what all pupils can achieve. As a result, pupils work hard and achieve well. Pupils have opportunities to extend their learning through lunchtime clubs and activities, such as netball, basketball and debating. Pupils enjoy school. Staff are always available to guide and support them. Pupils typically said that they valued the family feel of the school and staff who cared for them. Older pupils act as positive role models. They help new pupils to settle.

Pupils are safe at school. They behave exceptionally well in lessons. Pupils enjoy their learning and are keen to do well. Teachers encourage pupils to share their opinions in class. Over time pupils become articulate and confident. Pupils persevere with their learning even when they find the work difficult.

If bullying occurs, staff deal with any issues sensitively. Pupils commit to their school mantra of treating others with respect. They enjoyed learning about people different from themselves. Pupils are taught to understand the harmful effects of discriminatory language.

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

Subject leaders have planned an ambitious curriculum for all pupils, including those with special educational needs and/or disabilities (SEND). Leaders' curricular thinking typically identifies the key content that pupils need to know in each subject. The curriculum is well sequenced and builds on pupils' prior knowledge. Teachers support pupils' recall through regular opportunities for pupils to revisit important content. In English, for example, pupils learned about the effects of symbolism. Teachers revisited this to secure pupils' understanding before they introduced the more difficult concept of motif.

Most teachers are subject experts. They pass on their knowledge and enthusiasm to pupils in the subjects they teach. Where teachers' knowledge is less secure, this results in variability in pupils' development of knowledge and subject-specific skills.

Teachers check frequently that pupils remember what they have learned previously. Teachers use pupils' assessment information well, including for pupils with SEND. It enables them to adapt their lessons to address any gaps in pupils' knowledge and understanding. Staff are knowledgeable and identify the needs of pupils with SEND. They use helpful resources to make the curriculum accessible for all pupils.

Across the curriculum, staff give priority to the development of pupils' subject-specific vocabulary. Similarly, reading has a high profile in the school. Pupils who struggle with their reading receive phonics support. They are taught to decode, and blend sounds they are not confident with. This helps them to catch up quickly. The school promotes a culture of reading for pleasure. Pupils read high-quality texts

regularly. Staff encourage pupils to make good use of the school's libraries. Pupils read with confidence and enjoy many celebrations of reading, such as poetry competitions.

Pupils' attitudes to learning are superb. Pupils concentrate on their work and no learning time is lost through any disruption. Pupils valued the opportunities to discuss issues in the school's 'learning for life' curriculum. For example, pupils in Year 7 learned about friends who are controlling. Pupils are taught about the significance of consent and the importance of healthy relationships. Teachers and pupils discuss current affairs. Pupils reflected about Remembrance Day and the symbolic use of the poppy. Pupils are exceptionally well prepared for their next stages of education. All pupils have numerous opportunities to meet with education and training providers. Leaders ensure that a carefully planned programme supports all pupils to understand future career opportunities.

Staff are proud to work at the school. They have positive professional relationships with pupils. Staff said that senior leaders are considerate of their workload. Leaders encourage staff to access regular training.

## **Safeguarding**

The arrangements for safeguarding are effective.

Teachers receive regular training in how to recognise any pupils that may be at risk of harm. They understand the need to report concerns swiftly. The safeguarding team are knowledgeable about local risks. They have built productive relationships with key services in the borough. These include children's social care and mental health services.

Leaders ensure that pupils are taught how to keep themselves safe, including online. For example, pupils are taught about cybercrime and the risks of using social media.

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

### **(Information for the school and appropriate authority)**

- Some teachers lack the necessary expertise to teach their subjects with confidence. This results in pupils not developing their subject-specific skills equally well across all subjects. Leaders should help all staff to develop subject knowledge and pedagogical expertise, so that pupils build a deep body of knowledge in all subjects.

## 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.

## 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

<b>Unique reference number</b>	102782
<b>Local authority</b>	Newham
<b>Inspection number</b>	10228642
<b>Type of school</b>	Secondary Comprehensive
<b>School category</b>	Community
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Girls
<b>Number of pupils on the school roll</b>	1489
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Irene Papadopoulos
<b>Headteacher</b>	Rachel McGowan
<b>Website</b>	<a href="http://www.plashetschoolnewham.com">www.plashetschoolnewham.com</a>
<b>Date of previous inspection</b>	27 March 2008

## Information about this school

- A new headteacher has been appointed since the last inspection.
- The school makes use of online alternative provision through Academy 21.
- The school meets the requirements of the Baker clause. This requires schools to provide pupils with information about approved technical education, qualifications and apprenticeships.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- 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 vice chair and other representatives of the governing body.
- Inspectors spoke to a representative from the local authority.

- Inspectors met with a range of staff to discuss issues, such as workload and opportunities for professional development.
- Inspectors carried out deep dives in art, design and technology, English, history, mathematics and science. They met with subject leaders, visited lessons, reviewed pupils' work, met with pupils to discuss their learning, and met with teachers.
- Inspectors also considered the curriculum in other subjects.
- Inspectors considered the effectiveness of safeguarding, including through discussions with leaders, staff, pupils and members of the governing body.
- Inspectors observed pupils' behaviour during lessons, at breaktimes and throughout the school day.
- Inspectors considered the views of parents, staff and pupils, including through responses to Ofsted's online surveys.

### **Inspection team**

Lisa Strong, lead inspector	His Majesty's Inspector
Stephen Adcock	Ofsted Inspector
Ian Morris	Ofsted Inspector
Christian Hicks	Ofsted Inspector
Joanne Hamill	Ofsted Inspector
Rebecca Iles-Smith	His Majesty's Inspector

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