

# Inspection of Lilian Baylis Technology School

323 Kennington Lane, Kennington, London SE11 5QY

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Inspection dates: 22 and 23 February 2023

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Sixth-form provision	<b>Outstanding</b>
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected since February 2013.

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

This is a very happy and caring school. Leaders know pupils and their families well. One pupil, typical of many, described the school as 'home.'

Leaders have created a broad and highly ambitious curriculum which provides pupils with the knowledge and skills they need for their next steps. The school's motto to 'educate, empower and excel' provides the inspiration behind the school's curriculum. Leaders are determined that all pupils have the tools to read, question and have a personal view on contemporary and academic issues. Leaders work hard to remove any barriers to learning so that all pupils can be successful. All pupils excel and flourish here.

Pupils are safe. Teachers expect pupils to work hard in lessons. They are extremely ambitious for all pupils, regardless of their starting points. Pupils are kind and courteous to each other. They respect each other's differences. Behaviour is exceptional. If bullying occurs, leaders act quickly to resolve any issues. Leaders work with pupils to continually strengthen approaches to prevent bullying.

Leaders provide extensive personal development which enables all pupils to engage actively with the local community. For example, students in the sixth form organise charity events that benefit the local community and other schools.

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

Leaders provide a curriculum that is broad and ambitious. Across the curriculum, the breadth of coverage far exceeds the expectations of the national curriculum. For example, in English, pupils study three plays by Shakespeare in Years 7 to 9. In the sixth form, students can choose from a wide range of A-level subjects and vocational courses. Leaders provide careful support for students when they join the sixth form to ensure that students make appropriate course choices.

Leaders have sequenced the curriculum thoughtfully so that pupils develop detailed knowledge and can engage with complex work. This means that pupils' subject knowledge builds cumulatively and securely over time. For example, in English, pupils gain in-depth knowledge of the concept of tragedy through reading Shakespeare plays 'Othello' and 'Macbeth' in Years 7 to 9. Teachers make sure that all pupils learn and use academic vocabulary. For instance, in English in Year 10, by fully understanding the term 'hamartia' pupils could analyse what led to Romeo's downfall in the play 'Romeo and Juliet.' In textiles, clear classroom resources include key vocabulary such as 'prototype' and 'durability' to support pupils to analyse their designs skilfully.

Across Years 10 and 11, a high proportion of pupils study the English Baccalaureate (EBaac) range of subjects which includes studying a modern foreign language. For

example, in 2022 the proportion of pupils who studied the EBacc was very close to the government's target. The impact of COVID 19, particularly on pupils' attendance rates, affected pupils' academic outcomes negatively in Year 11 in 2022 national assessments.

Leaders have introduced regular targeted academic support for groups of current pupils in Years 10 and 11 to help them to practise and consolidate previous learning and understand new concepts. In addition to this, leaders use tutoring to support specific pupils. Since the pandemic, leaders have made sure that all pupils, including disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND), attend school very regularly. Leaders are robust in their checks on pupils' attendance and follow up any absences swiftly.

All pupils, including pupils with SEND are taught the same ambitious curriculum. Leaders provide intensive support and make carefully planned adaptations for pupils with SEND. These include a sharp focus on reading, the explicit teaching of vocabulary, and speech and language therapies. Pupils with SEND build the knowledge and skills they need for the next phase in their education or training.

Teachers are highly skilled subject experts. All teachers ensure that pupils have opportunities to revisit prior learning before moving on to new content. Teachers make purposeful checks in class to see what pupils have understood. For example, in mathematics in Year 7, when teaching about multiplying decimals, teachers identified and addressed pupils' misconceptions immediately.

Teachers provide pupils with strategies that help them to work independently. For example, classroom discussion encourages pupils to talk confidently about their learning. Sixth-form students complete demanding topics because teachers' explanations are clear, and the necessary guidance is in place to support learning.

All pupils read widely and across a range of subjects. For example, in A-level economics, students read demanding texts, beyond what is expected from the A-level course. Pupils visit the school's library very often which supports their love of reading. If any pupils struggle with literacy, leaders work swiftly to remedy this. Teachers are trained in phonics and help pupils to build up reading fluency and confidence.

Leaders take pupils' opinions into account. They ensure that pupils can feedback their views on the curriculum. Teachers make adaptations to teaching and resources to personalise learning around the needs of all pupils. Pupils take pride in their learning. Their exemplary behaviour and attitudes to learning ensure that all pupils are focused on learning in lessons.

Leaders provide a very extensive personal development programme. Many pupils take up extra-curricular opportunities. They attend after-school clubs, including basketball and rugby and make visits to the Royal Festival Hall. Pupils are encouraged to become active, morally-responsible citizens. For example, pupils in Year 9 set up a food bank to support the local community. Leaders ensure that the

carefully planned careers education, information and guidance successfully helps pupils to access their next steps. This offer is wide ranging.

Leaders actively support staff well-being. They provide strategies to reduce staff workload. The governing body engages proactively with leaders and families. They know the school well.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders are acutely aware of local safeguarding risks. They work with pupils to manage any potential risks. If individual groups need more support, then leaders provide it.

Leaders ensure that staff safeguarding training is up to date. All staff understand the steps to take, should they have any concerns about a pupil. Record keeping is thorough. Leaders work well with external professionals, where needed.

The safeguarding curriculum is carefully sequenced so that pupils are taught about sensitive topics in a timely manner. Sixth-form students help to deliver important messages to younger pupils around safety and encourage them to stay safe.

## **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>	100625
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	10255352
<b>Type of school</b>	Secondary Comprehensive
<b>School category</b>	Community
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	870
<b>Of which, number on roll in the sixth form</b>	224
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Katie Donkor
<b>Headteacher</b>	Karen Chamberlain
<b>Website</b>	<a href="http://www.lilianbaylis.com">www.lilianbaylis.com</a>
<b>Date of previous inspection</b>	13 February 2013, under section 5 of the Education Act 2005

## Information about this school

- The current headteacher took up post in September 2021.
- Leaders make use of three registered alternative providers.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement 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 leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other senior leaders.
- Inspectors carried out deep dives in these subjects: English, mathematics, business studies and economics and music. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors visited a sample of lessons and looked at samples of pupils' work in a wide range of other subjects.
- Inspectors met with those responsible for governance, including the chair of the governing body, and spoke to a representative from the local authority.
- Inspectors observed pupils' behaviour in lessons and at breaktime.
- Inspectors reviewed the effectiveness of the school's work on safeguarding by meeting with the safeguarding team, reviewing the record of pre-employment checks for staff and speaking to staff, governors and pupils.
- Inspectors considered the responses to Ofsted's online Parent View survey, including the free-text comments, as well as responses to the online staff and pupil questionnaire.

## Inspection team

Lucy Bruce, lead inspector	Ofsted Inspector
Nigel Clemens	Ofsted Inspector
Charlotte Robinson	Ofsted Inspector
Christian Hicks	Ofsted Inspector

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