



# Henry Compton Secondary School

## Inspection Report

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**Unique Reference Number** 100358  
**Local Authority** Hammersmith and Fulham  
**Inspection number** 285778  
**Inspection dates** 29–30 November 2006  
**Reporting inspector** Paul Armitage HMI

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

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<b>Type of school</b>	Secondary	<b>School address</b>	Kingwood Road
<b>School category</b>	Community		Fulham Palace Road
<b>Age range of pupils</b>	11–16		London SW6 6SN
<b>Gender of pupils</b>	Boys	<b>Telephone number</b>	02073813606
<b>Number on roll (school)</b>	615	<b>Fax number</b>	02073869645
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Maurice Boutal
		<b>Headteacher</b>	Mr Dinesh Ramjee
<b>Date of previous school inspection</b>	12 February 2001		

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<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
11–16	29–30 November 2006	285778

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## Introduction

The inspection was carried out by three Additional Inspectors led by one of Her Majesty's Inspectors.

## Description of the school

Henry Compton is a relatively small school for boys. It became a specialist science college in September. The mobility of students is very high. Only about half the students in last year's Year 11 joined the school in Year 7 and nearly a quarter joined as late as Years 10 and 11. 54% of students are eligible for free school meals; 49% of students have a first language which is not English. 23% of students are White British; the remaining students come from the full spectrum of ethnic groups for which data is collected. In addition, there are refugees, travellers and looked-after children. The percentage of students with learning difficulties and disabilities is above average.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This school gives its students a good quality of education. The standards attained by students vary considerably. Some students attain high standards, others do not. Taken as a whole, standards are below average. However, given that many students start at Henry Compton with standards that are well below average, they make good progress.

But this simple statement does not reveal the real story of this school. Critical is the combination of factors highlighted in the description of the school on the previous page - high student mobility so that many students spend comparatively little time in the school; a large number of students who require help learning English; the diverse and often difficult socio-economic contexts of students; and the high percentage of students with learning difficulties and disabilities. In consequence, for this school to achieve what it does academically represents a considerable achievement. It also contributes significantly to students' personal development, helping them grow in confidence and to take the opportunities that are available. Again, to do this so successfully is no mean feat.

The school identifies students' needs well and, in the main, responds to them effectively by its teaching, curriculum, and personal support. All staff are very keen for students to do well both, academically and personally. Teachers work hard in class and they provide extensive help and other opportunities during lunch breaks and in the evening.

Students respond well so that the quality of their learning and personal development are good. Despite a small amount of low-level misbehaviour in Key Stage 3, their attitudes are good and most enjoy learning. Attendance is below average but is improving as a result of the school's policies and the increasingly positive approach of students and parents. Students feel safe; they report no racism and when bullying occurs, it is dealt with effectively. Students contribute well to the community and the knowledge and skills that they are gaining in school will contribute effectively to their future economic well-being.

Pivotal in this success are the headteacher and other senior staff, who provide inspiration and clear strategies in order to maintain what is good and to identify and act on what can be improved. The quality of the school's self-evaluation is excellent because it has already identified and begun to tackle all the areas for development highlighted in this report. Senior managers and governors know the school well - its strengths and weaknesses. Senior managers know that there is still a lot they can do including improving teaching by better use of assessment data, improving learning by giving students more opportunities to find things out for themselves, and improving attendance, but they rightly know that they need to maintain current quality against the ever-changing characteristics and needs of the students they serve. In view of the school's successes to date, including the overall improving trend in attainment and the high quality of its support for students' personal development, it is clear that there has been significant improvement since the last inspection and that it has good capacity to improve.

The school became a specialist science college in September. There has already been positive impact. A new laboratory is due to open in January and interactive whiteboards have been installed in a number of classrooms. The mathematics department has been working with some local schools for some time to help raise standards and there are plans to extend this further. Similarly, the school has very effective links with local primary schools which it intends to develop further. Industry links are not yet in place but these are still early days.

### **What the school should do to improve further**

- Use assessment data more effectively to direct teaching and learning
- Increase opportunities for students to work more independently
- Improve attendance

## **Achievement and standards**

### **Grade: 2**

Students' standards when they first enter the school vary considerably but, overall, they are well below average. By the end of Key Stage 3, standards are almost average. In Key Stage 4, there has been a rising trend in GCSE results over recent years but in the summer 2006 examinations, they remained below average. However, evidence seen by inspectors in class and in the school's own predictions for 2007 indicates that current Year 10 and 11 students are achieving about average standards.

In March 2006, the Department for Education and Skills wrote to the school congratulating it for being amongst the most improved schools in the country. The improvements are due to a whole range of initiatives aimed at improving teaching and learning and also to more stable staffing. The results are a tribute to the school given its context, in particular, the high mobility. For instance, a high influx of students with below average attainment shortly before examinations in Year 11 makes year-on-year improvement in standards and achievement very difficult.

Given their well-below standards when students join the school and their achievement by the time they leave, it is clear that students make good progress. Students with learning difficulties and disabilities do well; for instance, there are many examples of students who used to have behavioural problems who are now achieving well because of the support and encouragement they have received. Students whose first language is not English and travellers also do well. The progress made by students from different ethnic groups is broadly similar to that of other students except for a minority of disaffected white boys. The school is addressing this successfully.

## **Personal development and well-being**

### **Grade: 2**

Students' personal development and well-being are good. Their spiritual, moral, social and cultural development is good. In most instances, their confidence is developing well. Students readily take on leadership roles - for example, as prefects, school council

members and on the borough's youth parliament. They are able to defend moral positions. Socially, students get on well together and most develop worthwhile relationships with staff. Cultural development is very good; students have a very good understanding of basic elements of the many cultures in the school.

Students make good contributions to the local community through an extensive programme of charity events, school concerts, and participation in national events such as Black History Week, 'Kick Racism Out of Football', The Duke of Edinburgh's Award, and local sports competitions. Through their normal school work and the rich provision in careers education and guidance, students acquire good knowledge and skills to support their future economic well-being.

Students' attendance is below average but is improving as a result of the policies adopted by the school and the increasingly positive response from parents and students. The actions taken by the governors' attendance panel and the new reward and other arrangements are having a positive effect. Students' attitudes to learning are generally good. Most students have a very clear focus on improving themselves, they work hard and make good use of the opportunities provided by the school. But there are also instances where some students are diffident. The school is working hard to address this by monitoring and support.

Despite concerns expressed by a minority of parents, the behaviour of most students is good. In a few Key Stage 3 classes there is some low-level misbehaviour which distracts both students and the teacher. Students are safety conscious and, when interviewed, said that they feel safe. They also said that while there is bullying, the school deals with this effectively. All students interviewed were adamant that there is no racism.

Students are aware of lifestyle issues. For instance, students commented that sex education was useful although opportunities to explore and understand relationships could be improved. The school has made significant efforts to improve food in the school canteen which is very popular.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. Teachers' planning of the curriculum is consistently good. This is a strength of the school. Teachers explain the purpose of lessons well and this helps students to know what they are learning. They have effective questioning skills and manage behaviour well. Teaching assistants are well used to support students with learning difficulties and disabilities. Homework is regular and purposeful. Teachers have good strategies for supporting the wide range of needs. For example, support for students whose first language is not English is effective.

Learning is good; students generally apply themselves well and are keen to learn. In a few instances, a small number of students cause low-level disruption and this slows the pace of lessons and interrupts work. Students do best when they take more

responsibility. The school already recognises the need to develop further opportunities for more independent learning.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. It is reviewed annually to take into account the needs of students and changing educational opportunities. Changes have been made to the curriculum in response to parental and student requests. For example, a more flexible option system has been introduced in Key Stage 4 and new vocational courses have been introduced in information and communication technology, science, drama and physical education. The school has broadened the curriculum even further through formal links with neighbouring further education colleges. For instance, there are currently students on Level 1 and 2 courses in a range of subjects including media, business, catering and hospitality, and motor vehicle maintenance.

The personal, social, health and citizenship programme is a major contributor to helping students to be healthy and stay safe and has contributed along with other subjects and activities to the school retaining its Level 3 Healthy Schools' Award. The school provides many enrichment and support activities at lunch time, after school and during the holidays. Activities include music tuition, a rock band, sporting activities, subject-based clubs and clinics, participation in competitions and The Duke of Edinburgh's Award. The citizenship element in the programme is satisfactory but, appropriately, the school is reviewing it in order to ensure better coverage of the statutory curriculum.

## **Care, guidance and support**

### **Grade: 2**

There is very clear evidence that all staff in the school want their students to do well. To bring this about, students are provided with strong personal and academic support. Students have daily contact with tutors and, if necessary, learning mentors and a whole range of support staff. The school has effective procedures for referrals including child protection issues. It also has effective arrangements for checking the backgrounds of all those connected regularly with the school.

The tutorial system has improved. Tutors now have responsibility for monitoring students' academic progress. The school provides good information about careers, further and higher education through the Connexions PA, PSHCE and other career events such as school based meetings, careers fairs and open days. Year 11 students are well supported and monitored to complete college applications which the vast majority do every year. A high proportion of students go on to further education and from there many progress to university.

The school's current assessment procedures are relatively new. The procedures themselves are good and are beginning to be used effectively. However, the information they supply is not yet used consistently by all staff to direct teaching and learning.

Marking of students' work is good in most classes but is yet not consistent across the school.

## **Leadership and management**

### **Grade: 2**

The headteacher and other senior managers have a clear vision and are fully committed to working closely for the continuing progress of the school. They have an appropriate focus on students' personal development but also give equal weight to their academic development. This is monitored closely; results are analysed carefully and necessary actions are taken as a result.

Within the leadership team tasks are delegated effectively and each member is very clear about their individual and collective responsibilities. There is good communication between senior and middle managers so that all share the same aims and procedures to ensure improvement. There is an effective plan in place to help the development of the middle managers and there have been several training courses already and others are planned.

There is an effective system of monitoring and evaluation of teaching and learning. Newly qualified teachers are helped by a supportive structure of clear guidelines and frequent meetings with a mentor. Classroom teachers have a clear view of management structures but some think that reasons for school policies could be explained more fully.

The headteacher carries out a large proportion of the financial planning himself. This is a heavy burden. He would benefit from the appointment of a full-time finance officer to take over much of the detailed financial management.

The governing body supports the school well and governors are successfully involved with subject areas in the school. The committee structure is sound and the chair is a frequent visitor.



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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	3
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

You know that this week we inspected your school. We met many of you. I would like to thank you for sharing your opinions with us. They are important because you are the school's 'customers'. You helped us make our judgements.

When we talked to you, you were very clear that the school is helping you a lot, not only with your work but also in your personal development. You recognised that even though many of you have not been in Henry Compton for very long, you make good progress and many of you get good examination results. This is a very considerable achievement and we would like to congratulate you. You had some suggestions about how the school can do better but you also made it clear that you know that teachers care about you and want you to do well.

You know that you come from very different backgrounds. We were really pleased that you thought this good because it helps you understand and respect each other's cultures. We asked many of you if there is bullying. You said that there is not much but there is some and that teachers deal with it quickly. A few of you said that there is sometimes bad behaviour in Key Stage 3 classes which gets in the way of your learning. We really would like you to stop this because it is not what young professional people in a science college should be doing. You also said that there is no racism; this is really good.

In our full report which you can read at [www.ofsted.gov.uk](http://www.ofsted.gov.uk), you will see that we have made some suggestions for improvement. One is for a few of you; it is about improving attendance. Everyone really does need to come to school. The others are about improving teaching and learning and making them even better.

I would like to wish you well for the future and once again, my thanks for helping us.

Yours sincerely

Paul Armitage

Her Majesty's Inspector