



# Shooters Hill Post-16 Campus

## Inspection Report

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**Unique Reference Number** 133313  
**Local Authority** Greenwich  
**Inspection number** 294068  
**Inspection dates** 7–8 December 2006  
**Reporting inspector** David Gosling

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>	Other secondary	<b>School address</b>	Red Lion Lane
<b>School category</b>	Community		Shooters Hill
<b>Age range of pupils</b>	16–19		London SE18 4LD
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	020 8319 9700
<b>Number on roll (school)</b>	1028	<b>Fax number</b>	020 8856 5452
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Dave Picton
		<b>Headteacher</b>	Mr Mark Vincent
<b>Date of previous school inspection</b>	Not previously inspected		

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<b>Age group</b> 16–19	<b>Inspection dates</b> 7–8 December 2006	<b>Inspection number</b> 294068
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## Introduction

The inspection was carried out by four Additional Inspectors.

## Description of the school

Shooters Hill Post 16 Campus is a community school which caters for 1062 students, aged between 16 and 19. The campus opened in 2002 and has responsibility for its own recruitment, admissions and enrolment. It provides a wide range of academic and vocational course and student numbers have rapidly expanded since it opened. About a half of the students are from ethnic minority backgrounds, with black Africans forming the largest ethnic minority group. The proportion of students whose first language is not English is above the national average. About one third of students are entitled to free school meals and the socio-economic circumstances of many local families are not favourable. When students start at the campus, their prior attainment is lower than average and there is a much higher proportion of students with a statement of special educational need than that found nationally.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

The overall effectiveness of the campus is good and it has developed very well since it opened in 2002. The chair of governors said that he wanted the campus to be a 'model of excellence' in post 16 provision and the campus is moving in that direction. The provision for some vocational areas is exceptional; the campus has rapidly increased in size; and there has been a sustained improvement to examination results. The campus is understandably very popular with parents and students. There are some areas still to develop but the director is aware of these and has a clear vision of what he wants to achieve and what needs to be done.

Students' achievement is good. Students' results in most subjects are at national averages, even though they join the campus with below average standards. The campus has the aspiration for all subjects to be at least at national averages by 2007. Achievement is good at all levels from Level 3 (A Level or equivalent) courses to those courses provided for students with learning difficulties. One area for development, recognised by the director, is the provision for, and achievement of, gifted and talented students.

The personal development of students is good. A major strength of the campus is the provision for students' future economic well-being, through the range and quality of vocational courses on offer. There is a great sense of community and, despite the diverse range of students, the campus is characterised by harmonious relationships where students are treated as, and act like, adults. Although student and parent surveys show that students enjoy their education, attendance and punctuality are only satisfactory.

Lessons are carefully planned and they are calm and purposeful with very good relationships between staff and students. The targeting of work and resources on individual students is the key area for development. The curriculum is broad and meets the needs of the students well. Care, guidance and support are satisfactory. There is good support for vulnerable students but the tutorial system lacks rigour and student tracking is at an early stage of development.

One of the reasons for the success of the campus is the clarity of direction from governors, the director and the leadership team. The management of subjects is less well-developed, as the increased budget resulting from expansion has only just made some appointments possible. At subject level, planning and evaluation lack rigour. Self-evaluation at other levels is robust and the campus has an accurate view of its strengths and weaknesses. The capacity for the campus to continue to improve is good.

### What the school should do to improve further

- Improve the use made by teachers of assessments to target work and resources on individuals and groups of students
- Ensure that there are rigorous evaluations and plans for improvement for all subject areas

- Establish a more rigorous programme of tutorials

## **Achievement and standards**

### **Grade: 2**

Inspectors agree with the judgement made by the campus that achievement and standards are good. With national benchmarks being met in about 80% of subjects, standards are below the national average but they have improved significantly in recent years. Pass rates on Level 3 courses are now above the national average. They are generally high for students on most-work related and vocational courses, though pass rates in information and communication technology (ICT) are lower. Pass rates on other courses, although generally below the national average, have improved. On Level 3 courses, the proportion of students gaining A - C grades improved significantly in 2006 and was only 5% below the national average. A low proportion of students achieve grade As compared with national norms.

Students' achievement is good. National value-added data showed it to be satisfactory in 2005 but results improved considerably in 2006. The value added data system used by the campus in 2006 indicates that students who sat A Level and A/S courses made very good progress. The overall progress of students with special educational needs and of work-based learners is good. The achievement of ethnic minority groups is good. Girls outperformed boys in 2005 but the gap closed 2006 and was similar to that nationally.

The proportion of students who complete their courses is high. The retention rate of 16 -19 year old students was 90% in 2004/5 and was particularly good on Level 3 courses.

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

### **Grade: 2**

The personal development and well-being of students are good. As their positive responses to questionnaires and their polite behaviour show, students enjoy attending the campus. Their attendance and punctuality are satisfactory. The extent to which students adopt healthy lifestyles is satisfactory overall, and strongest in their take up of the healthy meals provided at lunchtimes by catering students. There is satisfactory attendance at sports activities provided through the enrichment programme. Some students smoke outside the building in a designated area, with permission. The campus, in liaison with the Local Authority, has decided that it is better for the welfare of students to be on site and is targeting the smokers. The spiritual, moral, social and cultural development of students is satisfactory. Students' emotional needs are very well met. Students with learning difficulties and disabilities are very well prepared for leading an independent life. Students report that they feel safe and secure. Behaviour is excellent in lessons and around the building. The impact of effective anti-bullying policies is evident in the low number of exclusions and of aggressive incidents. Students participate effectively in the campus community, for example as members of the

student council and as representatives at governors' meetings. They also play an effective part in the wider community and are proficient in meeting the public and in forming links with a wide range of outside organisations. Students are prepared outstandingly well for their future economic well-being, particularly through the provision of 'real' work environments on site.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Inspectors agree with the campus's judgement that the quality of teaching and learning is good. Teaching is making a key contribution to the good achievements at all levels. Students say they enjoy their lessons and are able to work effectively with their peers and teachers in an atmosphere of mutual respect. Calm, supportive and productive relationships are a feature of lessons and students engage enthusiastically with tasks set.

Teachers have high levels of subject knowledge and vocational skills that enable them able to explain difficult concepts and model work very well. Lessons are very well structured. They include a range of activities designed to encourage students' active involvement, such as paired and group work. Occasionally, in the two hour Level 3 lessons, teachers do not allow enough time for independent learning. The planning of lessons is detailed, with clear and specific objectives for learning which are made clear to students.

The key weakness in teaching is the lack of use made of assessments in planning work. Teachers are pitching work at different levels but they are not sufficiently targeting work at individuals and groups of students designed to take them to higher levels. Also teachers do not always use the ends of lessons effectively to summarise how well objectives have been achieved.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is good, with some outstanding features. The campus offers a very good range of courses that have appropriate breadth and depth. The director works closely with local stakeholders in determining how the curriculum offer reflects students' needs and local employment circumstances. Large numbers of students with special needs, and those who have not been in employment or training, have re-engaged in education by signing up to appropriate entry-level courses.

The facilities and curriculum in some vocational areas such as Hair and Beauty, Catering and Construction are exceptional and greatly enhance the work-related learning available. Inspection evidence supports the students' view that there could be a wider range of extra-curricular enrichment activities.

## Care, guidance and support

### Grade: 3

The care, guidance and support of students are satisfactory. Effective measures are in place to identify vulnerable students, and staff are well-trained to support and refer them for further help. The campus promotes the safety of students but delays in checking some new staff have led to a restriction in their activities. The campus works in effective partnership with parents and carers to ensure that students make good progress. The tutorial system is adequately used to inform students about their future options and to help them attain their study or employment goals. Some individual tutors effectively engage students in debate about important issues of today. However, the planning for tutorials and assemblies lacks rigour and consequently this practice is inconsistent.

The progress that students make is effectively monitored in some subjects, but practice overall is inconsistent. Measures have been put in place to improve tracking procedures but have not yet had time to make a full impact. Students who have individual tutorial sessions with teachers make especially good progress.

## Leadership and management

### Grade: 2

The leadership and management of the campus are good; the director provides very good leadership. The very clear long-term vision is shared by governors and staff and is being achieved well. The director and his leadership team have been very effective in raising standards and increasing the popularity of the campus. They have also worked successfully to meet the needs of the local community, especially those less advantaged, such as students from special schools and those returning to full time education after a gap.

The annual plan, written following a very thorough review of performance, addresses weaknesses well. This includes a comprehensive audit of the views of parents and students. However, the content of the plan, particularly success criteria, is not sufficiently sharp. As the rapid expansion of the campus has been accompanied by very careful financial planning, there are sufficient staff and accommodation and very good facilities.

Self-evaluation at whole campus level is very detailed and accurately identifies strengths and weaknesses. Performance against targets is analysed rigorously. Senior managers and those responsible for subjects all produce written evaluations of performance in their areas. The management of subject areas is being developed as increasing funds are making middle manager appointments possible. Evaluations at subject level and improvement planning, however, are not yet consistently rigorous. This is slowing down improvements in some of the weaker subjects.

Equal opportunities have a high priority in campus life, including in procedures and documents. Close attention to recruitment has led to the staffing complement broadly representing the ethnic communities of the local area.

The governance of the campus is good. Governors have played a key part in the vision for the campus since it opened and they have a clear view of its strengths and weaknesses. They hold the institution to account reasonably well, though there could be more challenge where subjects have been underperforming.



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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	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	NA

### 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	3
The behaviour of learners	1
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	3
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	1

### 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>	3

<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?	No
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**

Thank you for contributing to the inspection of your campus. We have looked carefully at the views you have expressed in campus surveys and have also taken into account the views of representatives we spoke to on the second day of the inspection.

The inspection has found the overall effectiveness of Shooters Hill campus to be good. Results have improved considerably since the campus opened in 2002 and it is rightly popular with students and parents. Excellent features of the campus are the calm, working atmosphere and the provision for some areas of work, such as catering, hairdressing and construction. Other important strengths are: the progress students make; leadership, including the clear and shared vision for the campus, and the broad inclusive curriculum on offer.

Although the campus has made considerable strides since it opened, there are still some areas for development. Your teachers try to vary the difficulty of work but they are not taking your own strengths and weaknesses into account enough in lessons when they plan work. A wide range of subjects is taught at the campus and management of them, although improving, is still not sharp enough. We agree with some of you that the tutorial system is not planned carefully enough.

The key improvements needed are:

- For teachers to make better use of assessment information when planning work, including for higher attaining students
- To evaluate more closely the strengths and weaknesses in subjects and improve the quality of subject development plans
- To plan the tutorial programme more carefully.

Yours faithfully

David Gosling (Lead inspector)