

Addey and Stanhope School

Inspection report

Unique Reference Number	100748
Local Authority	Lewisham
Inspection number	307469
Inspection dates	24–25 September 2008
Reporting inspector	Sue Frater HMI

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

Type of school	Secondary
School category	Voluntary aided
Age range of pupils	11–16
Gender of pupils	Mixed
Number on roll	
School (total)	596
Appropriate authority	The governing body
Chair	Mr Cliff Hardcastle
Headteacher	Ms Ann Potter
Date of previous school inspection	4 October 2004
School address	472 New Cross Road London SE14 6TJ
Telephone number	020 8305 6100
Fax number	020 8305 6101

Age group	11–16
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

Description of the school

Addey and Stanhope School is smaller than average and serves an inner-city area. The proportion of students eligible for free school meals is high. The proportion from minority ethnic groups, mainly Black Caribbean and Black African, is also high. There is a larger than average number of students for whom English is a second language, but few are at an early stage of learning English. Students' attainment on entry is broadly average. The number of students with learning difficulties and/or disabilities is higher than average. Their difficulties relate mainly to speech and communication, specific learning, and moderate learning difficulties. The number of students joining or leaving the school other than at the start of Year 7 or end of Year 11 is broadly in line with most schools. The school is part of a federation of four schools, including an academy with a sixth form. It has the Investors in People Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Addey and Stanhope is a good school that serves its community well. Parents are strongly supportive of the school and it deserves its good reputation locally. The school contributes well to community cohesion. It encourages students to value diversity and engages in community projects, such as providing information and communication technology (ICT) courses in the local library and improving the railway station.

Students in Years 10 and 11 exceed challenging targets, including targets in the specialist school plan, and make good progress from their broadly average attainment on entry to the school. The 2008 GCSE results overall and including English and mathematics indicate above average standards, with no significant differences in the achievement of pupils by ability, gender or ethnicity. They also show a recovery from the significant decline in 2007 when results were well below average overall, although broadly average including English and mathematics. Staffing issues impacted adversely on examination and test results across the school in 2007. Appropriate action by the senior leadership team, including the implementation of a robust student progress tracking system, is proving effective in enabling the school to sustain its general upward trend in standards at GCSE. In Years 7 to 9, improvements are beginning to be seen in recent assessments. They indicate that more students than in previous years are reaching higher levels in science and, in particular, in mathematics. However, progress tracking is not yet enabling all students in Years 7 to 9 to make good progress. This is because not all teachers are using it to match work to the range of students' capabilities.

Good academic achievement by the end of Year 11 enables the vast majority of students to go on to further education. Specialist technology status contributes well to students' preparation for future learning and work by focusing on transferable skills, such as project management and the use of ICT, links with the local community and numeracy skills. Literacy skills are not as well developed, in particular in Years 7 to 9.

Teaching and learning improved during the last academic year due to several new appointments and specialist teachers in all subjects and is now good. This contributed to the rise in achievement. Improved achievement is also due to imaginative extension of the curriculum to meet the needs of all students, including those with learning difficulties and/or disabilities. In addition, the curriculum, together with the school's good provision in care, guidance and support, promotes students' personal development and well-being effectively. Students appreciate the good relationships they form with each other and with staff, and say, 'the school is like a second family'. In this safe and secure environment, where behaviour is good, their enjoyment in participating in lessons and the many extended clubs and visits is palpable. They willingly take on responsibilities and contribute to the school, for example as mentors and prefects, and to community projects. They understand how to live healthy lifestyles, although they do not always apply this in eating healthily or participation in physical exercise.

Since the last inspection, the headteacher has skilfully developed leadership and management at all levels to sustain improvements in the work of the school. The reflective senior leadership team provides a clear vision of improvement to which all staff subscribe. Middle leaders now track student progress robustly to identify and address any underachievement. Monitoring of teaching and learning, however, is not yet focused on students' progress to raise standards further, particularly in Years 7 to 9. The committed governing body appropriately challenges

the school to continue its upward trend in achievement. Leadership and management at all levels provide good capacity to improve.

What the school should do to improve further

- Raise standards in Years 7 to 9, and in literacy across the school.
- Use the progress tracking system to more closely match lessons to the capabilities of all students.
- Ensure monitoring of teaching and learning focuses on the progress of all students.

Achievement and standards

Grade: 2

Attainment on entry to the school is broadly average. Students make good progress and, as a result, GCSE standards have been rising over the past five years. However, due to staffing issues and insufficient tracking of students' progress, they declined significantly in 2007 to well below average overall, although they remained broadly average in relation to English and mathematics. Subsequent action taken by the senior leadership team to address staffing and implement a robust progress tracking system, resulted in rapid improvement in Years 10 and 11. GCSE results for 2008 overall, and particularly when English and mathematics are included, indicate above average standards. The school's challenging targets, although not met in 2007, were exceeded in 2008. The targets in the specialist school plan were also surpassed. Current students in Years 10 and 11, including gifted and talented students, continue to make good progress towards their targets.

Progress across Years 7 to 9 is now satisfactory. Staffing issues resulted in inadequate progress and well below average standards in 2007. Action taken by the school has successfully improved students' progress in science and, in particular, in mathematics, where more students are now working at the higher levels than in previous years. However, fewer students are gaining the higher levels in English. A significant minority of students enter the school with low reading and spelling ages. Although specialist support enables students with learning difficulties and/or disabilities, and those with English as an additional language, to achieve well, not all lessons are successful in meeting the full range of students' abilities. There are no marked differences in the achievement of students of different gender or ethnicity.

Personal development and well-being

Grade: 2

Students' good spiritual, moral, social and cultural development is promoted through assemblies; subjects such as religious education, citizenship, history, geography, and drama, and through musical and other events, including charity work. These aspects contribute positively to the harmonious ethos of the school. Students comment that they feel safe in school and are confident that staff will help them with any problems they may experience. Their behaviour in lessons, and as they move around the cramped site, is good. They are courteous and considerate of others. They willingly accept roles of responsibility, contributing positively to the school as peer mentors and prefects, and to community projects. The development of these social skills, and skills in numeracy and ICT, prepare the students well for further education and work. Literacy skills are in need of further development. The students' outstanding enjoyment of school is evident in their positive attitudes, good attendance and participation in extra-curricular activities and school trips. They understand the benefits of adopting healthy lifestyles, such as physical exercise and healthy eating, but do not always do so.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good in many lessons and outstanding in a few. Characteristics of these effective lessons were seen particularly in technology, ICT, history and drama where students make consistently good progress. They include: careful preparation and consideration of how work is best structured, giving students a time limit in which to complete tasks, checking their understanding throughout the lesson, using interactive whiteboards and other technology imaginatively, for example digital images in art, and asking questions which extend students' thinking and help them to reflect.

Students concentrate well in most lessons and listen attentively and respectfully to each other. They respond particularly well when teachers are humorous, convey passion for their subjects and generate an atmosphere of learning together. When homework is imaginative, students rise to the challenge and produce some thoughtful work. Nevertheless, many students find it difficult to write at length and to check their spelling and grammar.

Whether teaching groups are mixed or in sets, not all teachers consistently prepare work at a range of levels and so some students struggle and others find the work too easy. The school acknowledges that this is an area for development, particularly using prior attainment data to match work to students' targets and capabilities.

Curriculum and other activities

Grade: 2

The curriculum reflects the school's specialism well with generous time for technology in Years 7 to 9 and all students taking a technology course in Years 10 and 11. Engineering students benefit from using the equipment at the local further education college for part of their week and gifted and talented students have done well in studying triple sciences in one of the federated schools. The introduction of the 21st century science GCSE generated very good results in 2008 and each year a few students successfully study astronomy at Greenwich Observatory. The school is keen to extend its curriculum offer for Years 10 and 11, considering, for example, GCSE philosophy or BTEC film making.

Other strengths of the curriculum include examination in home languages, citizenship lessons, and 'Flexible Friday' afternoons when Year 7 undertake imaginative activities off-site. Provision for students with learning difficulties and/or disabilities, including reading support, and off-site provision for vocational courses or behaviour management, are effective. In Years 10 and 11 students have only one hour of physical education a week, half the government's recommended time. There are limited facilities for physical education to promote students' healthy lifestyles, although best use is made of the cramped site.

As well as sport, extended club activities include dance, woodwork and textiles, but the number of students who attend is small. The Years 7 to 9 'Active Kids Get Cooking' course reflects the school's technology specialism, as do many of the visits to places such as the Science Museum. Technology days for the whole school generate enthusiasm for the subject and fun, for example Year 7 made musical instruments last year. ICT is used effectively in many subjects.

Care, guidance and support

Grade: 2

Through its links with local primary schools, the school takes early positive steps to get to know its students' needs and makes appropriate arrangements to meet them. For example, a transition class for more vulnerable students transferring from primary school is working well. Provision for students with learning difficulties and/or disabilities is good and makes full use of external agencies when appropriate.

A range of subjects, including citizenship and personal, social and health education, alongside enrichment activities such as a 'healthy week', provide effective guidance for students. Work experience and effective careers guidance help students prepare for further education and the world of work. The school has well developed links with the Stephen Lawrence Trust and this has led to involvement in university led engineering and manufacturing experiences. Arrangements for safeguarding students and the management of health and safety are secure.

Recent improvements in monitoring students' academic progress lead to appropriate interventions when progress is not as it should be. Students know their targets, their current performance and receive good guidance from most, but not all, teachers on how to improve.

Leadership and management

Grade: 2

Leadership and management at all levels are focusing successfully on raising achievement and standards. Through effective self-evaluation and improvement planning, and the use of challenging targets, the school has taken appropriate action to raise standards and to promote students' personal development and well-being. Good intervention programmes ensure equal opportunities to achievement for all students. Middle leaders now track student progress robustly to sustain the rising trend in achievement at GCSE. Monitoring of teaching and learning, however, is not focussed sufficiently on students' progress to raise standards further, especially in Years 7 to 9. Governors are committed to the shared 'purpose of an education at Addeys' to develop in each child, 'a strong character based upon justice, courage and a clear morality', and challenge the school effectively to continue the upward trend in achievement.

Weaknesses, for example in staffing, are being addressed and there is a good focus on continuing professional development. Teachers make effective use of resources, especially technology, to enhance learning. Given the efficient use of resources and the above average outcomes, the school provides good value for money.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

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

Achievement and standards

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

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

08 October 2008

Dear Students

Inspection of Addey and Stanhope School, London, SE14 6TJ

Thank you for contributing to the recent inspection of your school. The two additional inspectors and I were very impressed by your warm welcome and courteous behaviour. You are right to be proud of your school. We agree with you that it is a good school: it cares for you and enables you to achieve good standards in your work and personal development.

You told us how well you all get on together, including with the teachers, and that, 'the school is like a second family'. In this safe and secure environment, you enjoy participating in your lessons and the many extended clubs and visits provided for you. We believe you could improve your health further by participating in more sport activities and healthy eating. You willingly take on responsibilities, such as mentors, prefects and tour guides, and contribute well to the school and community projects, such as improving the local railway station. The development of these good social skills, and numeracy and ICT skills, prepares you well for further education and work.

Your headteacher and her staff work hard to provide good quality teaching and learning, effective curricular links with other schools and colleges especially in technology, and to guide you, for example in choosing courses to support your continuing education. To help you make even better progress in lessons, we have asked them to:

- raise standards in Years 7 to 9, and in reading and writing across the school
- enable all of you to meet your targets by making sure your lessons are not too easy or too difficult for you
- focus on the progress all of you are making when they monitor your lessons.

You can help by monitoring your own progress towards your targets in your lessons.

I wish you success in the future.

Yours sincerely,

Sue Frater

Her Majesty's Inspector