

# Norwood School

## Inspection report

---

<b>Unique Reference Number</b>	100624
<b>Local Authority</b>	Lambeth
<b>Inspection number</b>	335566
<b>Inspection dates</b>	17–18 March 2010
<b>Reporting inspector</b>	Anne Wellham HMI

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

---

<b>Type of school</b>	Comprehensive
<b>School category</b>	Community
<b>Age range of pupils</b>	11–19
<b>Gender of pupils</b>	Girls
Gender of pupils in the sixth form	Girls
<b>Number of pupils on the school roll</b>	723
Of which, number on roll in the sixth form	18
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Errol Forbes
<b>Headteacher</b>	Mrs Denise Webster
<b>Date of previous school inspection</b>	13 June 2007
<b>School address</b>	Crown Dale London SE19 3NY
<b>Telephone number</b>	020 8670 9382
<b>Fax number</b>	020 8761 5933
<b>Email address</b>	post@thenorwoodschool.org

---

<b>Age group</b>	11–19
<b>Inspection dates</b>	17–18 March 2010
<b>Inspection number</b>	335566

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. The inspectors visited 37 lessons or parts of lessons, formally observing 27 teachers, and watched two assemblies. They observed the school's work, and looked at documents, including the school development plan, self-evaluation from different departments, analyses of students' progress and attainment, and questionnaires completed by 58 parents and carers, 75 pupils and 39 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the accuracy of the school's assessment and analysis of the attainment and progress of Year 11 students in English, mathematics, science and the specialist subjects
- how well the assessment of students' prior learning helps teachers to plan teaching that caters for all abilities
- how well the curriculum meets the changing needs of individuals and groups, develops basic skills and contributes to students' economic well-being.

## Information about the school

Norwood school is smaller than the average secondary school. Students come from a diverse range of socio-economic and ethnic communities. The largest minority ethnic groups represented are of Black Caribbean and Black African heritage. The percentages of students who speak English as an additional language, those with special educational needs and/or disabilities and those known to be eligible for free school meals are well above the national averages. The school has had specialist status in visual and performing arts since 2005. It was awarded Healthy Schools status in 2007 and advanced Healthy Schools status in March 2010. Since the last inspection, boys have been admitted to the school and a sixth form has been established.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Norwood is a rapidly improving school. Since the last inspection, the school has improved many aspects of its work. Effective action has been taken to raise achievement and there have been significant improvements in examination results, participation and attendance. An exceptional commitment to promoting equal opportunities for all is fundamental to the work of the school. Students and staff are proud to be part of the well-ordered, purposeful and safe community where they value and respect each others' differences. Since the last inspection, the school has improved its use of performance data and monitors the progress and well-being of all students regularly and precisely. The information is used to provide flexible support and high quality intervention tailored to meet their individual needs. This, combined with an innovative and engaging curriculum, including excellent provision for visual and performing arts, provides students with memorable experiences and helps them to develop the knowledge, skills and understanding which will serve them well in their future lives.

At the time of the last inspection, standards were below average, but they have improved steadily during the past three years and are now broadly average. The school's data show that the percentage of students achieving five or more good grades at GCSE including English and mathematics in the current Year 11 is set to rise further. All groups of students make at least good progress. The high proportion of students with additional learning needs receive personalised intervention and support, including very effective transitional arrangements when joining from primary school or part way through their secondary education, which make an important contribution to the quality of learning.

Since the last inspection, the headteacher and senior leaders have placed a high priority on improving professional development for all staff and increasing accountability across departments. The capacity of middle leaders to manage improvements within their departments has increased and coaching and mentoring are used well to share the features of outstanding practice that exists. Where teaching is consistently good, the quality of learning and behaviour is also good because teachers plan learning activities that take account of students' prior knowledge and understanding. However, a small minority of weaker teaching remains, as marking, dialogue and the use of assessment are not yet consistently good across all subjects.

The effective headteacher, supported by a committed governing body, has created a strong team of senior and middle leaders who successfully convey an ambitious vision for improvement. The school has successfully ensured the good achievement and well-being of students new to the school, including boys in Years 7 to 9 and a small

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

group of sixth form students. Strategies to tackle low attendance have resulted in a dramatic decrease in the number of persistent absentees and have raised current attendance to the national average. However, the school's best efforts are hindered by a group of parents and carers who insist on taking their children on extended holidays in term time, creating considerable gaps in their learning. The school is accurate in evaluating its strengths and knows where the remaining weaknesses lie and how to tackle them, which underpins its good capacity for further improvement.

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

- Increase the proportion of lessons where teaching and learning is good or better by ensuring that all teachers:
  - consistently match teaching and learning to the students' range of abilities and build on what they already know and understand
  - strengthen peer-assessment and students' own assessment of their work with meaningful verbal feedback and informative marking.
- Further improve attendance by working with parents and carers to:
  - discourage them from taking their children out of school during term time
  - help them to understand the impact of absence on their children's learning and achievement.

**Outcomes for individuals and groups of pupils****2**

In the majority of lessons observed, the quality of learning was good and students made good progress. Most students are well behaved and keen to engage. They respond well when teaching sustains their concentration, provides the correct level of challenge and provides opportunities for them to become involved in their learning. On the few occasions when activities do not take their prior learning into account and teachers are not alert to students' level of understanding, behaviour and learning is less good. The quality of learning provided through additional support and intervention is very good, and makes a significant contribution to students' good overall progress and achievement.

Students enjoy coming to school and place a high value on the school community because they feel safe, well cared for and supported. They have an excellent understanding of the risks associated with factors that have an impact on their physical and mental health and emotional well-being, and recognise the benefits of a healthy diet and regular exercise. The school is very successful in promoting the values of respect and responsibility, and students are encouraged to be accountable for their own behaviour in and out of school. When there are instances of challenging behaviour, it is dealt with firmly. Bullying, racism or discrimination are extremely rare. Participation in sports, arts, music and extra-curricular activities is high with many activities being targeted to meet the needs of particular groups or individuals. Students enjoy attending and contributing to a wide range of exhibitions, showcases and performances, both in

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

school and the wider community. They benefit from leadership opportunities as peer mentors, prefects, and school council and student panel representatives.

Students are better equipped to understand the next steps they need to take to succeed in the future than at the time of the last inspection because attainment in English and mathematics and their ability to apply skills in literacy, numeracy and information and communication technology (ICT) have improved. This, combined with improved attendance and a curriculum that develops their knowledge and understanding of the workplace, allows students to build self-esteem and raise their aspirations. Students following vocational courses achieve well and almost all students go on to further education, employment or training.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

The use of assessment to support learning and the personalisation of learning have been priorities for the professional development and training of staff and this is improving the quality of learning. Specialist subjects have been used effectively to raise standards across other subjects and to develop more engaging teaching styles. Effective

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

teachers plan learning activities that are based on what students are capable of achieving and what they have already learnt. When targeted questioning, self- and peer-assessment involve all students, teachers and additional adults assess progress accurately and amend the teaching if required. Technology is used imaginatively and well. However, this good practice is not consistently applied across the school and a few teachers do not provide meaningful verbal feedback or inform students how to improve their work.

The outstanding curriculum is customised to meet the specific and changing needs of individuals and groups, and provides imaginative opportunities for learning and for students' personal development and well-being. All Year 9 students study for a level 1 diploma in creative and media studies and there is a blend of vocational and academic courses at Key Stage 4. The school's specialist status in the visual and performing arts makes an outstanding contribution to the quality of the curriculum and to the enjoyment and relevance of students' learning. Collaborative work with a range of partners offers memorable experiences that many students would not otherwise have the opportunity to take part in.

Good levels of support and care are carefully targeted to improve the confidence, self-esteem and achievement of all students. Intervention strategies are carefully planned and implemented to enable students from all groups to achieve their potential. The primary to secondary transition programme ensures that students settle into school exceptionally well. Students entering the school at other times receive a well-planned induction programme and intensive support. Good quality advice and guidance allow students to make appropriate decisions about their future.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The effective headteacher and the senior leadership team provide the school with strong leadership. They take resolute action to make sure that all groups of students are treated equally and that there is no difference in the performance or experience of different groups. A commitment to raise achievement at all levels is shared by staff and students. There are effective systems for monitoring students' progress and for reviewing and evaluating performance across the school. The school's evaluation of the quality of teaching and learning correctly identifies the strengths that exist in teaching across the school. However, it is not consistently rigorous in assessing the effectiveness

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

of teaching. Highly effective middle leaders are improving performance within their departments and working together to identify and disseminate good practice. The school has correctly targeted professional development of junior leaders to embed good practice throughout the school.

The school meets all the statutory requirements for safeguarding and works well with external agencies, such as health and social services, to promote the safety, health and welfare of all students. The school is working hard to engage with parents and carers more effectively by helping them to support their children's learning by improving attendance and punctuality, and by encouraging them to celebrate achievement. The school actively encourages parents and carers to communicate with the school and keeps them well informed.

There is an excellent understanding of the local context and strategies to promote cohesion within the school and the immediate community are exemplary. Provision is planned well to promote students' understanding and tolerance of different religious, ethnic and socio-economic groups in British society and the wider world. The governing body has strong links with parents and carers that further strengthen community cohesion. Governors are well informed and actively engaged in school life. They understand and take their responsibilities very seriously and challenge vigorously to make sure that the school's actions have a positive impact on students' learning and well-being.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Sixth form



**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

The newly established sixth form offers vocational courses in fashion and art design, performing arts and an AS course in photography for 18 girls. It provides a secure and supportive environment and students make good progress. Their good personal development and well-being are enriched by a full and varied range of extra-curricular activities and work-experience placements. They make a positive contribution to the school by taking on posts of responsibility and they take a key role in the development of community work. These all develop valuable workplace skills as well as contributing to students' enjoyment and achievement. They report that they value the good quality of teaching and the dedicated support they receive to further their learning. Relationships between teachers and students are excellent. Students receive regular and detailed feedback. Leadership and management of the sixth form are good and set a clear direction for further development.

*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>2</b>
Taking into account:	
Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2

## Views of parents and carers

Few parents, around 7%, returned questionnaires to the school. The vast majority of these are happy with their children's experiences at the school. They believe that the school keeps students safe and that they are well informed about the progress their children are making. Inspection evidence supports the parents' and carers' view that the school provides good care and support and helps their children to make good progress. A small number of parents and carers had concerns about the behaviour in some lessons. A few incidents of poor behaviour were observed in lessons where teaching was less than good but inspectors found behaviour to be good overall.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Norwood School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 58 completed questionnaires by the end of the on-site inspection. In total, there are 723 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	19	33	33	57	4	7	1	2
The school keeps my child safe	10	17	43	74	3	5	1	2
The school informs me about my child's progress	22	38	31	53	3	5	1	2
My child is making enough progress at this school	19	33	26	45	8	14	2	3
The teaching is good at this school	14	24	37	64	4	7	1	2
The school helps me to support my child's learning	13	22	32	55	9	16	1	2
The school helps my child to have a healthy lifestyle	13	22	37	64	6	10	1	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	15	26	34	59	5	9	1	2
The school meets my child's particular needs	11	19	39	67	4	7	1	2
The school deals effectively with unacceptable behaviour	17	29	24	41	12	21	3	5
The school takes account of my suggestions and concerns	9	16	38	66	5	9	1	2
The school is led and managed effectively	18	31	33	57	4	7	1	2
Overall, I am happy with my child's experience at this school	21	36	31	53	2	3	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.

19 March 2010

Dear Students

Inspection of Norwood school, London SE19 3NY

Thank you all for the warm and friendly welcome you gave us during our recent inspection of your school. We enjoyed visiting some of your lessons and looking at your work. We were very pleased to see how well you get on together and respect each other. You told us that there is always someone to go to for help and advice and that all the students support each other. Most of you clearly enjoy coming to school.

Norwood is a good school that makes sure that everyone has an equal chance to learn. We were impressed with the improvements that have taken place since the last inspection. The GCSE examination results for 2009 were the best ever and show that the school is helping you to make good progress. You have many opportunities to study a range of subjects at different levels and to attend a variety of clubs and activities. The school's status for visual and performing arts provides you with some excellent opportunities to show how talented you are. You can make the most of these opportunities by trying not to miss a single day of school and doing your best in every lesson. We were concerned that some of you take long holidays in term time, which leads to gaps in your learning and prevents you achieving your full potential.

Teaching is good and we noticed how well you worked and behaved in lessons which were interesting and got you involved. We have asked the school to make sure that all teaching is matched well to your range of abilities and builds on what you already know and understand. We have asked all the teachers to give you feedback in lessons and when they mark your books so that you understand how to improve.

The headteacher and senior staff lead your school very well and the staff and governors are committed to providing you with good levels of care and support to keep you safe, happy and healthy.

We wish you all at Norwood a very successful future.

Yours sincerely

Anne Wellham

Her Majesty's Inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**