

Charles Edward Brooke School

Inspection report

Unique Reference Number	100627
Local Authority	100627
Inspection number	335567
Inspection dates	22–23 September 2009
Reporting inspector	Sheila Nolan

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

Type of school	Comprehensive
School category	Voluntary aided
Age range of pupils	11–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	630
Of which, number on roll in the sixth form	57
Appropriate authority	The governing body
Chair	June Stevenson
Headteacher	Ms W Cooper
Date of previous school inspection	1 March 2007
School address	Langton Road London SW9 6UL
Telephone number	020 7793 3901
Fax number	020 7735 8132
Email address	head@charlesedwardbrooke.lambeth.sch.uk

Age group	11–19
Inspection dates	22–23 September 2009
Inspection number	335567

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.

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

W: www.ofsted.gov.uk

© Crown copyright 2009

Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 43 lessons, and held meetings with a governor, staff and groups of pupils. They observed the school's work, analysed seven questionnaire responses from parents, looked at the data collected by the school about the students' progress, the records of the quality of the monitoring of teaching, and sampled students' work in lessons.

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

- how well the school has improved the students' performance and how successfully it has eliminated the significant variation in their attainment between subjects
- whether or not students' behaviour makes a positive contribution to their learning in lessons
- how successful the school has been in improving attendance
- how well the small sixth form provides for the needs of its students.

Information about the school

Charles Edward Brooke, a specialist media arts and music college, serves a very diverse community. It offers a wide range of additional services beyond the school day. Over half of the students, much higher than average, have a home language other than English. Nine out of ten students come from a wide range of minority ethnic groups. The largest of these groups are Black African and Black Caribbean. The school is housed on two sites, approximately a ten-minute walk apart. Some of the buildings have been renovated recently. Families in the area have ready access to a wide range of schools, some new. Consequently, the school roll has declined since the last inspection.

Twice as many students as that found nationally have special educational needs and/or disabilities. These relate to numerous barriers to learning, including behavioural, emotional and social difficulties and a range of specific learning needs. More pupils than usual are eligible for a free school meal. This is more than double the national average. Around one fifth of the students join or leave the school at other than customary times. Some of these pupils are refugees with no carers or parents within this country and are in the care of the local authority. There is joint mixed sixth form provision with Archbishop Tenison School and some post-16 links with the London Nautical School.

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

This is a good school. It has improved rapidly since the last inspection. It has built relentlessly on the strengths of its specialist areas of media, arts and music. Most importantly, it is driving up the students' academic performance while at the same time sustaining its good practice in supporting their personal development. Students are achieving well in their learning because the school has very high expectations. It has been effective in eliminating the disparities in performance between subjects with only science and geography and resistant materials lagging behind. In reaching average standards in 2009, the proportion of the students gaining five or more higher GCSE grades that included English and mathematics rose by 21 percentage points over a three year period. The school is determined that its inclusive ethos should enable students of all backgrounds to look forward to 'a bright tomorrow'.

The school has brought about these improvements because of the robust way in which senior leaders and many middle managers have tackled not only students' underperformance but also weaknesses in teaching and in the management of behaviour. On both these fronts, it has been very successful. Teaching is now good and inspectors found several examples of outstanding practice. Imaginative improvements to the curriculum have also had a significant impact. Courses have been developed so that the students now have outstanding opportunities to follow areas well matched to their interests and needs in the main school. The school is well able to sustain further improvement because of the headteacher's ambitious vision for the main school.

Behaviour throughout the school is generally good with students responding positively to the school's recent approaches. Students also show a genuine sense of curiosity and wanting to learn. Their spiritual, moral, cultural and social development is good. Despite a very strong commitment by staff at all levels to ensure that every student has an equal chance to learn and succeed, some students hamper their own chances by regular lateness and by non-attendance. The school has done much to improve attendance, which is now close to national figures. Nevertheless, it rightly recognises that not all parents and students have clearly understood that extended holidays in term time affect learning. The school has striven hard to engage parents and carers in the students' learning but with limited success.

The accomplishments of the past three years point to a strong capacity to improve further. The sixth form, however, has not made the same good progress. Its effectiveness is currently satisfactory. Although carefully managed on a day-to-day basis, its successful development has not been a priority. As a result, the small number of sixth formers do not always follow courses appropriate to them. Their progress has not been as rigorously monitored as that of students in the main school.

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

Senior managers, ably guided by the headteacher, follow a rigorous cycle of self-evaluation and planning. Increasingly, the headteacher is able to involve governors and staff at all levels in identifying accurately the school's strengths and areas for improvement.

What does the school need to do to improve further?

- Strive even harder to engage parents in the students' learning by:
- providing new opportunities that will persuade parents of the importance of their involvement in the academic work of the school.
- Work more intensively with families to improve attendance and punctuality by:
- ensuring they do not take extended breaks in term time
- developing further worthwhile rewards for consistently good punctuality and attendance.
- Raise the students' performance in the sixth form by:
- ensuring students follow courses appropriate to their earlier learning
- rigorously monitoring and recording the students' progress
- giving priority to the way forward for post-16 provision.

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

The quality of learning and progress in lessons is good. The school has been successful in encouraging students to develop independence in learning. This was very clear in a Year 11 lesson where the students used examples in their notebooks to help them make estimates of calculations. In a Year 7 history lesson, the very well planned activities to develop the students' literacy skills allowed them to make fast progress in using and interpreting evidence. Sixth-form students are generally confident in their teachers so that they are willing to try out emerging skills, as in a session where students spoke throughout in French. They learned well and enjoyed the lesson. Students are motivated to learn because of the good relationships with staff and each other. Students' positive behaviour and real desire 'to get on' contribute very effectively to their learning. Those with previously challenging behaviour have mostly bought into the school's drive to help students achieve.

In 2009, the school gained its highest ever GCSE results, continuing an improving trend. Besides just under half of the students gaining five or more higher GCSE grades that included English and mathematics, there was also a considerable increase in the numbers of students gaining A* and A grades. Through changes to the curriculum and improvements in teaching, unevenness in subject performance has been largely ironed out. Those eligible for free school meals, those in need of behaviour support and the small number of White British students did better in examinations than their peers nationally. Students from Black African and Black Caribbean heritages matched the results of similar groups across the country. Post-16 students also successfully gain a range of accreditation, including Level 1 and Level 2 courses. Those studying advanced supplementary subjects in 2009 did not do as well as in previous years, partly because

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

entry requirements for some subjects were not adhered to closely enough and standards were below average.

Students achieve well by the end of Year 11, particularly in the specialist subjects. Their progress accelerates as they move through the school because of improvements in their communication skills. Those with special educational needs make particularly fast progress, the result of well-focused guidance and help. The school's records confirm that the many students, including those who are refugees and in local authority care and those who join the school throughout the term, also advance well, strongly supported by effective induction procedures. The school does well by its students from the many minority ethnic groups, including those with Black African and Black Caribbean heritages. They succeed because the school's inclusive ethos values their contribution so positively. Those who join the school with little or no English make fast progress in speaking and listening, although their examination success is sometimes limited by the slower development of their writing skills.

Many students report the effectiveness of the active school council in getting things done. They are proud of their success, for example, in improving the canteen meals, particularly in reducing salt. Students are keen to take on responsibilities and they prepare satisfactorily for their future training, education and employment. Some still, however, miss too much schooling despite the school's best efforts to help them attend regularly and reach school on time.

In discussions, students are very clear about how to stay safe and that they feel safe in school. 'We see ourselves as a family and we look out for each other,' said a group. Students understand the importance of a healthy lifestyle and participate regularly in sporting and other activities. They appreciate the school's efforts on their behalf and gain self-confidence in taking part in public occasions such as assemblies, musical and drama productions and art exhibitions. Above all, students enjoy learning.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2

¹ 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	
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	3
	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The school has striven successfully to ensure that all staff understand the expectations with regard to lesson planning so that teaching is now good overall. Students who have particular learning needs are supported effectively because teaching assistants are well deployed. The majority of teachers strive to ensure work matches earlier learning. In a Year 9 lesson, staff had prepared, for example, a 'brixtionary' that translated local vocabulary into standard English.

Teachers mostly check effectively students' understanding of the work in lessons. There are still a few classes, however, in which getting through the material planned assumes greater importance than students' understanding of their work. In a mathematics class, for example, questioning was not well enough targeted for the teacher to be sure that all really grasped the work. On the other hand, most students really do know their targets and many use them well to evaluate their tasks, particularly in the specialist arts and music areas.

The school's specialist status has had a very positive influence on the curriculum. Outstanding features of the curriculum are the innovative courses and stimulating visits and visitors. Year 9, for example, can now opt for a route that leads to the Creative Arts and Media diploma. Students have danced and played music in major London venues, worked with radio and television broadcasters, taken part successfully in art exhibitions, and worked alongside the Poet Laureate. The curriculum also offers very flexible pathways towards gaining other worthwhile accreditation. There is a well-considered emphasis on promoting key skills such as literacy and numeracy across the curriculum and in Saturday classes.

Vulnerable pupils benefit greatly from the school's strong links with external agencies and the generally good care, guidance and support. Although the school has made significant strides since the last inspection in involving parents and carers in the social aspects of school life, there are still many parents who are hard to engage in the academic progress of the students. Arrangements for inducting students into the school at all stages are carefully thought out so that students settle quickly at whatever time of the year they join. Those who are absent are supported considerately to help them catch up with their work.

These are the grades for the quality of provision

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

How effective are leadership and management?

Progress and learning are accelerating because of the determination of the headteacher, with the support of many staff, to ensure that students leave school 'with the very best exam results'. There is a real sense of purpose and a resolve to manage the budget constraints and the challenges of the two sites and to improve. Staff development is a high priority and weaker classroom practice has been tackled robustly. Although some staff find this difficult, the majority acknowledge that the systematic monitoring of teaching has led to significant improvements.

Self-evaluation is generally accurate and relevant development priorities identified. The systems for tracking students' progress provide very useful information on how well they are doing. While acknowledging the challenges facing many of the students, the school's leadership ensures that it does its level best to cater equally well for all. In this diverse school community, conflicts along social or racial lines are rare. The pastoral care and innovations in the curriculum actively promote equality and celebrate diversity. The school understands its place in the neighbourhood well and strives to promote students' awareness of their relationship to national and global communities. Nevertheless, it has yet to fully analyse the impact of its actions.

There is a carefully orchestrated approach to managing the safety of students on both sites and also in their travels between sites. Systems to assure safeguarding, quality, and assess risk are good. The school is very active in monitoring and amending its register of those pupils who are a cause for concern. Collaborative working with external agencies to support students and families is good. The school has been successful in persuading considerable numbers of parents to attend performances and social events, often in connection with its specialist status. The governing body is committed to supporting the school and is gradually gaining expertise in challenging the school's performance and in strategic planning.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3

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 effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Sixth form

Many students enter the sixth form with lower starting points than is typical nationally. The school very successfully opens doors for these students and they benefit from the close-knit community and good pastoral care. However, in the past, students have not always been guided sufficiently well to the most appropriate courses. As a result, their progress is no better than satisfactory and standards in external examinations, particularly in advanced level courses, are below average. Students do succeed in other forms of accreditation, including some GCSE courses such as mathematics and English and some Level 1 provision.

The school acknowledges that in its drive to raise attainment, sixth form provision has not been a priority. The day-to-day management of the sixth form is good but the leadership satisfactory. There has been a too relaxed approach to checking students' academic progress, made more difficult because they travel to other institutions for many courses, a necessity to safeguard the satisfactory curriculum. The school has now taken action to improve teaching and during the inspection there were several examples of very good practice that engaged students really well in learning.

Students have a very sensible approach to their own and others' well-being. Because of the very small numbers and the travelling between schools, they are not as fully involved in the life of the school as many would wish to be. Nevertheless, they do participate in charity events and in arts and music events.

These are the grades for the sixth form

Overall effectiveness of the sixth form	3
Taking into account:	
Outcomes for students in the sixth form	3
The quality of provision in the sixth form	3
Leadership and management of the sixth form	3

Views of parents and carers

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

Very few parents returned the questionnaires despite the school's best efforts. There were some individual comments but not enough to give a clear picture of parents' views of the school. Parents do, however, attend the school's arts events well but the school is struggling to engage them in their children's learning.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Charles Edward Brooke 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 12 statements about the school.

The inspection team received 7 completed questionnaires by the end of the on-site inspection. In total, there are 630 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	3	43	3	43	1	14	0	0
The school keeps my child safe	1	14	5	71	0	0	0	0
The school informs me about my child's progress	2	29	5	71	0	0	0	0
My child is making enough progress at this school	2	29	5	71	0	0	0	0
The teaching is good at this school	2	29	4	57	1	14	0	0
The school helps me to support my child's learning	1	17	3	50	1	17	0	0
The school helps my child to have a healthy lifestyle	2	33	1	17	3	50	0	0
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)	3	50	2	33	0	0	0	0
The school meets my child's particular needs	0	0	5	71	0	0	0	0
The school deals effectively with unacceptable behaviour	3	50	2	33	1	17	0	0
The school takes account of my suggestions and concerns	1	17	2	33	1	17	0	0
The school is led and managed effectively	2	33	2	33	2	33	0	0
Overall, I am happy with my child's experience at this school	3	50	3	50	0	0	0	0

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



23 September 2009

Dear Students

Inspection of Charles Edward Brooke School, London, SW9 6UL

This letter is to thank you for welcoming us to your school and for taking the time from your breaks to talk to the inspectors. We really enjoyed meeting you and seeing you at work. We came to find out as much as we could about your school and now we would like to tell you what we said in the report we have written.

We found that you go to a good school. You clearly enjoy it and do well in your lessons. Staff teach you well and provide you with many exciting opportunities to learn. You are very lucky to be able to participate in the many arts and music events the school manages. Some of you choose to join the Saturday school for music and other classes. Well done! We think that you manage the two sites well and are sensible when you have to travel between them. Those of you in the sixth form are also very mature in your approach to moving between schools. We were particularly impressed by the way you all get on together. We could see that you and your teachers share a culture of mutual respect and care for the individual. It was good to know that you all feel safe in school and that you take seriously the importance of a healthy lifestyle. Some of you, however, really do not attend well enough and there are also some of you who seem to find it difficult to get up in the morning. Remember to set the alarm and that if you are not in school you are not learning!

By the time you reach the end of Year 11, you are doing well in your GCSE examinations. Most of you are making good progress and doing particularly well in improving your literacy skills. Those of you in the sixth form are making steady progress but you need to take good advice on the courses you choose. Your headteacher and teachers are determined to help you succeed. So we have asked them to work on these areas with you and to do more to help your parents get more involved in your education. We have also asked them to consider how to make the sixth form better in the long term and make sure sixth-formers' progress is checked more effectively.

We wish you and the school all the best for the future.

Yours faithfully

Sheila Nolan

Lead 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. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.