

# St Edward's CofE School & Sixth Form College

## Inspection report

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|--------------------------------|---------------------------|
| <b>Unique Reference Number</b> | 102349                    |
| <b>Local Authority</b>         | Havering                  |
| <b>Inspection number</b>       | 355177                    |
| <b>Inspection dates</b>        | 22–23 September 2010      |
| <b>Reporting inspector</b>     | Samantha Morgan-Price HMI |

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

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|--|-----------------------------------|
| <b>Type of school</b>                      | Secondary                         |
| <b>School category</b>                     | Voluntary aided                   |
| <b>Age range of pupils</b>                 | 11–19                             |
| <b>Gender of pupils</b>                    | Mixed                             |
| Gender of pupils in the sixth form         | Mixed                             |
| <b>Number of pupils on the school roll</b> | 1304                              |
| Of which, number on roll in the sixth form | 253                               |
| <b>Appropriate authority</b>               | The governing body                |
| <b>Chair</b>                               | John Gowlett                      |
| <b>Headteacher</b>                         | Alan Perry                        |
| <b>Date of previous school inspection</b>  | 12 March 2008                     |
| <b>School address</b>                      | London Road<br>Romford<br>RM7 9NX |
| <b>Telephone number</b>                    | 01708 730462                      |
| <b>Fax number</b>                          | 01708 731485                      |
| <b>Email address</b>                       | info@steds.org.uk                 |

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|--------------------------|----------------------|
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. The number of lessons observed was 40 which was the same as the number of teachers seen. Meetings were held with groups of students, governors, staff and the School Improvement Partner. Inspectors observed the school's work, and looked at the school's development plans, lesson observation records, governing body minutes and specialist subject plans. Inspectors scrutinised 455 parent and carers questionnaires as well as questionnaires from students

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

- The achievement of students with special educational needs and/or disabilities, Black Caribbean students and higher attainers, to determine whether teaching is sufficiently challenging.
- The effectiveness of subject leaders in improving standards in some poorer performing subjects.
- The effectiveness of support for students with special educational needs and/or disabilities.
- The overall effectiveness of the sixth form.

## Information about the school

St Edward's is a larger-than-average secondary school with a sixth form. The school was awarded specialist status in languages in 2005 and in science in 2009. White British students make up a large proportion of the population, although the proportion of students from minority ethnic groups is significantly above average. Black British students from African, Caribbean and other Black backgrounds are a significant population within the school. The proportion of students known to be eligible for free school meals is below the national average. The proportion of students who start or leave the school other than at traditional times is significantly below the national average. The proportion of students with special educational needs and/or disabilities is below average as is the proportion of students who speak English as an additional language.

**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

Students at St Edward's know they are extremely well cared for. They say they feel very safe, and know who to turn to when they need support. The levels of care, guidance and support the school provides are excellent. The curriculum the school provides for all students, including those in the sixth form, is good and continues to develop in response to students' needs and requests. The impact of the specialist subjects in science and languages has been prolific and the options available for students include triple science and astronomy. Students can now take Mandarin as a language option. Students enter the school in Year 7 with levels of attainment which are broadly average; they make good progress in their learning to achieve above average attainment in their GCSEs at the end of Year 11. In subjects such as mathematics and English, students have performed consistently well, making very good progress in these subjects. Although there are good signs of improvement, the levels of progress the more-able students make in their learning by the end of Year 11 are not yet as good as their peers. Students with special educational needs and/or disabilities achieve as well as the large majority of students. The school achieved high levels of attainment in most subjects up until 2010, when the attainment in a small number of subjects declined significantly. The school has put in place effective actions to address this underperformance.

One student stated that 'the best thing about the school was the opportunities to learn about other cultures through language trips and meeting other students'. Students' spiritual, moral, social and cultural development is exemplary; this has been achieved by the school providing excellent opportunities for students to support others both nationally and internationally, a wide range of opportunities for them to explore their faith and that of others and through the opportunities available through the language college. The school promotes community cohesion extremely well. The school is working in partnership with 32 local schools as well as schools in Gambia, Cuba, Beijing, South Africa, France and Germany. Students have excellent opportunities to visit these schools.

Overall, teaching throughout the school is good and is providing a good platform for students to achieve well. Students enjoy their learning and learn well when they are challenged to do their best. Students learn effectively in pairs and peer assessment is now being used considerably in some subjects. They respond well when teachers provide a variety of learning activities that are well paced. In the best lessons, teachers assess the pace of students' progress well and ask searching questions which enable students to evaluate their own understanding effectively. In the few lessons which were not as strong, teaching did not provide opportunities to stretch or challenge more able students. There are systems in place to assess the progress students make in their learning, although the quality and rigour of these measures varies between

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departments. A few teachers do not always use students' performance data to plan lessons or support students' learning. Behaviour is good in lessons and around the school and attendance, which was an area for improvement at the last inspection, has risen significantly and is now above the national average. The school has worked very hard to reduce the level of persistent absences.

Through the dedicated and committed leadership of the headteacher the school has maintained strong levels of attainment in many subjects and improved the level of attendance and behaviour. Safeguarding procedures in the school are robust. The excellent partnerships that the school has forged have enabled leaders to provide outstanding opportunities for students especially in languages. These partnerships are also working extremely well to improve the care, guidance and support provided for more vulnerable students. Some of the senior leaders are new in post and the headteacher has put in place clear lines of accountability. These actions, in addition to an accurate self-evaluation, enable the school to demonstrate a good capacity to further improve on its performance. However, senior leaders' scrutiny and monitoring of checks made by subject managers to improve the standard of teaching throughout the school have not been rigorous in their application. There is excellent practice in some subjects, but this practice is not systematically shared throughout the school. Improving the standards of teaching especially in a few poorer performing areas has been slow. Leaders have not ensured that the data available to enable teachers to address the needs of all students in lessons are being used effectively.

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

- Ensure all teachers use performance and assessment data effectively in planning lessons to ensure all students achieve their full potential.
- Ensure leaders and managers at all levels of the school consistently use a wider range of rigorous monitoring procedures to improve the quality of teaching and assessment for students.

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

Students enter the school in Year 7 with levels of attainment which are broadly average. Students' attainment in some subjects has been high for the last three years. Students' performance in English and mathematics remains very strong and a high proportion of students are attaining five or more GCSEs at grades A\* to C. Students from Black Caribbean and other Black backgrounds have performed better in 2010 than in the past. The improvement in students' attainment in Food technology and textiles is excellent. Students performed extremely well in a few science subjects. Outstanding learning was observed by inspectors in some of these subjects. Students' good behaviour enables them to enjoy lessons and learn well. The use of group work gives students good opportunities to discuss their learning and that of others and to develop problem-solving skills.

Students are of the view that behaviour has improved in the last two years. Behaviour in

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lessons is consistently good. Students demonstrate a good awareness of how to maintain a healthy lifestyle and the work of sixth form mentors in supporting lower years is working very well. Students make a good contribution to the school and their local, national and international communities. However, some students feel that their voice could be given a higher profile within the school.

*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:<br>Pupils' attainment <sup>1</sup>   | 2        |
| 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>1</b> |
| <b>Pupils' behaviour</b>  | <b>2</b> |
| <b>The extent to which pupils adopt healthy lifestyles</b>  | <b>2</b> |
| <b>The extent to which pupils contribute to the school and wider community</b>  | <b>2</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:<br>Pupils' attendance <sup>1</sup>   | 2        |
| <b>The extent of pupils' spiritual, moral, social and cultural development</b>  | <b>1</b> |

### How effective is the provision?

Teaching enables students to learn well. Inspectors did observe some outstanding teaching. In the best lessons, the good variety of learning materials and the excellent pace of the lessons enabled students to work well independently. In a few lessons observed, teachers dominated the lesson inhibiting students from working on their own. On these occasions students' levels of progress slowed.

The well-organised curriculum is beginning to be more imaginative and there is now some effective work across different subjects. In Year 7 the school has adopted a 'learning to learn' curriculum to enable students to develop key study skills; it is too early to assess the full impact of this initiative on students' learning. Students appreciate

<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.

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and enjoy the wide range of extra-curricular opportunities available to them which include: residential trips, visiting speakers, external visits and various clubs. There are plans for some Year 12 students to go to Gambia where they will meet Christian and Muslim students from a partner school.

Both in the main school and the sixth form parents are regularly kept informed about how well their child is doing. The school has worked very hard to ensure that students behave well. The care for more vulnerable students is extremely effective. The effective multi-agency partnership work enables the school to respond rapidly to concerns regarding students.

*These are the grades for the quality of provision*

|  |          |
|--|----------|
| <b>The quality of teaching</b>   | <b>2</b> |
| Taking into account:<br>The use of assessment to support learning  | 3        |
| <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>1</b> |

## How effective are leadership and management?

Senior leaders' drive on improving behaviour and focusing on raising the levels of student attendance has been successful. The headteacher has galvanised staff to care for and support students extremely effectively. The highly effective community partnerships, including the work with partners from other faith organisations, are testament to the school's excellent promotion of community cohesion. The school's promotion of equal opportunities has enabled it to provide a secure environment in school where students feel that bullying is rare and all forms of discrimination are tackled effectively by staff. The school knows there is more work to be done to remove the barriers to learning for more-able students; this work has begun but the full impact of actions taken is yet to be realised. The school continues to develop ways in which the views of parents can be used to inform the school's directions. Parents have been actively consulted in respect of changes to the school day and in the redesigning of the school's curriculum. The procedures for safeguarding are robust. The new Chair of the Governing Body has settled into his role well. He and the Vice Chair are aware of how the governing body can provide further challenge and support to the school.

*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:<br>The leadership and management of teaching and learning                      | 3        |

| <b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b><br>Please turn to the glossary for a description of the grades and inspection terms |          |
|---|----------|
| <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>2</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

Many of the more-able students do not elect to go into St Edward's sixth form. The attainment of students on entry to the sixth form is broadly average. In 2010 and in the current year, students are making good progress in their learning to achieve standards that are now above average.

Much teaching in the sixth form is good. The highly effective lessons are characterised by teachers effectively using questioning to assess students' understanding of the subject. Teachers give good oral feedback to check how well students had learnt and inspectors saw evidence of good marking of examination-related questions. In these good lessons, teachers have high expectations of how much students could achieve. There is a wide range of A and AS levels available to meet the needs of students. The sixth form is inclusive in taking students from the borough and beyond. The head of the sixth form continues to review the curriculum offer which has resulted in the introduction of new vocational qualifications. Students are set challenging targets which are closely monitored by teachers. There is a developing sixth form council to enable students to contribute to the work of the school.

The head of the sixth form has focused well on improving students' outcomes. There is improved rigour in the monitoring of students' target grades and how well they are achieving. Not only are outcomes improving, the gaps between subjects and groups are being narrowed.

*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        |



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## **Views of parents and carers**

Parents and carers were strongly of the view that the school keeps their child safe and that their child enjoys school. A few parents did not feel that the school helped them to support their child's learning, or to develop a healthy lifestyle. A few parents felt that the school did not deal effectively with unacceptable behaviour or took their views into account. Inspectors found no evidence to support these views.

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

Ofsted invited all the registered parents and carers of pupils registered at St Edward's Church of England School and Sixth Form College 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 455 completed questionnaires by the end of the on-site inspection. In total, there are 1281 pupils registered at the school.

| Statements  | Strongly Agree |    | Agree |    | Disagree |    | Strongly disagree |   |
|---|----------------|----|-------|----|----------|----|-------------------|---|
|   | Total          | %  | Total | %  | Total    | %  | Total             | % |
| My child enjoys school  | 196            | 43 | 237   | 52 | 20       | 4  | 1                 | 0 |
| The school keeps my child safe  | 173            | 38 | 263   | 58 | 12       | 3  | 0                 | 0 |
| The school informs me about my child's progress   | 137            | 30 | 260   | 57 | 31       | 7  | 3                 | 1 |
| My child is making enough progress at this school   | 133            | 29 | 275   | 60 | 27       | 6  | 2                 | 0 |
| The teaching is good at this school   | 126            | 28 | 285   | 63 | 25       | 5  | 1                 | 0 |
| The school helps me to support my child's learning  | 97             | 21 | 275   | 60 | 50       | 11 | 5                 | 1 |
| The school helps my child to have a healthy lifestyle   | 86             | 19 | 282   | 62 | 62       | 14 | 3                 | 1 |
| 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) | 130            | 29 | 248   | 55 | 31       | 7  | 3                 | 1 |
| The school meets my child's particular needs  | 129            | 28 | 276   | 61 | 28       | 6  | 1                 | 0 |
| The school deals effectively with unacceptable behaviour  | 122            | 27 | 258   | 57 | 40       | 9  | 17                | 4 |
| The school takes account of my suggestions and concerns   | 80             | 18 | 273   | 60 | 42       | 9  | 7                 | 2 |
| The school is led and managed effectively   | 136            | 30 | 269   | 59 | 23       | 5  | 4                 | 1 |
| Overall, I am happy with my child's experience at this school   | 192            | 42 | 234   | 51 | 16       | 4  | 5                 | 1 |

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

| Type of school       | Overall effectiveness judgement (percentage of schools) |      |              |            |
|----------------------|---|------|--------------|------------|
|                      | Outstanding   | Good | Satisfactory | Inadequate |
| Nursery schools      | 58  | 36   | 4            | 2          |
| Primary schools      | 8   | 43   | 40           | 9          |
| Secondary schools    | 10  | 35   | 42           | 13         |
| Sixth forms          | 13  | 39   | 45           | 3          |
| Special schools      | 33  | 42   | 20           | 4          |
| Pupil referral units | 18  | 40   | 29           | 12         |
| All schools          | 11  | 42   | 38           | 9          |

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.**



24 September 2010

Dear Students

Inspection of St Edward's Church of England School and Sixth Form College, Romford, RM7 9NX

Thank you for welcoming us to your school. We enjoyed talking to some of you and hearing your views. We now know that you enjoy attending school and that you work hard. We also know you feel extremely safe while at school. The inspection team was particularly impressed with the confident and articulate responses to our questions.

We judged your school to be good in most respects. You make good progress to achieve above average standards in your GCSEs. The sixth form standards are improving well. You make effective progress for many reasons: teaching is good and the curriculum is effective in meeting your needs. The school provides outstanding care, guidance and support for you to achieve well especially for the most vulnerable students.

While at school, you have good opportunities to develop as individuals as well as developing relationships with your peers and teachers. You are motivated to learn and contribute well to your lessons. Your attendance is above average. The school provides you with effective support and advice. The school also prepares you well for your future lives. You demonstrate excellent social, moral, spiritual and cultural development through the excellent opportunities the school provides which include language trips and speakers from other faiths.

Your caring headteacher leads and manages the school well. Your managers and teachers have ensured that your behaviour and attendance have improved. Managers have plans of how they want to improve the work of the school to make it even better. The inspection team did recognise that there were two points that the school needs to address. Therefore, we have asked the school to:

- ensure teachers use assessment data effectively to ensure you all achieve your full potential
- make sure leaders and managers at all levels consistently use a wider range of rigorous monitoring procedures to improve the quality of teaching and how your performance is assessed.

We hope that you enjoy the rest of your time in school. You can help leaders and managers by working hard, behaving well and attending regularly.

Yours sincerely

Samantha Morgan-Price

Her Majesty's Inspector

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