

Leytonstone School

Colworth Road, Leytonstone, London E11 1JD

Inspection dates	15–16 June 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher has led the school's overall improvements tenaciously. Leaders have improved the quality of teaching, learning and assessment so that it is good.
- Senior and middle leaders, together with governors, share the headteacher's ambition for even greater progress. Governors closely monitor and challenge leaders.
- Teachers know their subjects well. They make thorough use of assessment to plan challenging and interesting work for pupils.
- Assessment information showing pupils' attainment and progress is detailed. It is a more reliable measure of pupils' learning than in the past.
- The school cares well for its pupils. Staff know the academic and pastoral needs of each child very well. As a result, pupils' personal development, welfare and attitudes towards learning are very positive.
- Pupils are courteous towards their peers and staff, and help to maintain a calm and well-respected school environment. They are polite and engaging and a delight to talk with.
- Pupils make good progress in most subjects, including English, mathematics and science. This is a result of improvements made to teaching.
- Disadvantaged pupils are making more progress than they were, especially in English and mathematics. The gaps in achievement between these and other pupils are narrowing rapidly.

It is not yet an outstanding school because

- Some subject leaders are not doing enough to ensure consistency of teaching in their subjects.
- Homework is not well matched to pupils' different abilities.
- Work set for the most able pupils sometimes lacks enough challenge to enable them to reach their full potential.

Full report

What does the school need to do to improve further?

- Ensure that all subject leaders are working successfully with their teams to bring consistency to teaching, learning and assessment within their subjects.
- Improve the quality of teaching by ensuring that all teachers:
 - set consistently challenging work for the most able pupils, so they can reach their full potential
 - match homework to pupils' different abilities, so that pupils can consolidate their learning at home.

Inspection judgements

Effectiveness of leadership and management is good

- Since her appointment in September 2014, the headteacher has led the school's overall improvements tenaciously. She knows the school and its community very well and has been able to drive forward change at a considerable pace. Staff and pupils are clear that the school has improved.
 - Leaders promote a culture of collaborative and continuing development for all staff. They have taken suitable steps to recruit, retain and train suitable staff.
 - Self-evaluation is highly effective. Leaders have a very accurate view of the school's strengths and remaining areas for development. They have shared clear expectations of how to approach teaching, learning and assessment with teachers. Inspectors agreed with senior leaders' judgements of the quality of teaching.
 - Leaders successfully motivate and support staff while holding them to account. Underperformance is challenged very firmly, and training is closely aligned to teachers' needs. Newly qualified teachers are well supported.
 - Senior leaders have increased the reliability of the school's assessment information that keeps track of the progress pupils make. They use the information to identify any pupils at risk of falling behind and provide additional support to help them to catch up.
 - Middle leaders have taken on more responsibility. Most subject leaders regularly check on pupils' achievement and attitudes, and intervene with those who are struggling or not trying hard enough. Senior leaders recognise that some subject leaders need support to achieve greater consistency of teaching among the staff they manage. Some, for example, need help in improving teachers' expectations about the presentation of work in books.
 - Pupil premium funding has been used well and has led to significant closing of achievement gaps. The impact of specific actions on raising achievement and/or improving attendance is evaluated.
 - Year 7 catch-up funding is used very well and supports eligible pupils to recover their progress in literacy and numeracy. Leaders ensure that pupil premium funding is used effectively and systematically to support disadvantaged pupils. As a result, the gaps between their achievement and that of other pupils are steadily reducing.
 - Leaders have reviewed the curriculum in key stages 3 and 4 so that they can offer further options to encourage more pupils do the full range of English Baccalaureate subjects as well as introducing vocational choices. For example, from September 2016, GCSEs will be studied over three years, starting in Year 9. This helps pupils prepare for their next stage of education or training.
 - Pupils are offered a wide range of clubs and activities. The younger pupils particularly enjoy attending these additional activities, which add an extra dimension to their enjoyment of school.
 - Pupils are well prepared for life in modern Britain. For example, all pupils took part in the 'Equality and Diversity Week'. This included presentations from role models who told pupils their personal stories, and asked them to reflect on the language they use when discussing different sexual orientations. The school has an explicit focus on tolerance of and respect for those in the school community and from other faiths and cultures.
 - The Waltham Challenge Partnership allows headteachers across local schools to support each other, and this has helped to strengthen the quality of leadership and teaching at Leytonstone School. The local authority has supported the school effectively through regular visits and finding suitable schools in which leaders can find examples of good or outstanding practice.
- **The governance of the school**
- Governors have a wide variety of backgrounds and skills and use them to monitor progress against the school priorities for improvement. The governing body is clear about what is now working well and what still needs to be improved. It has helped to develop the highly ambitious and aspirational vision for the future of the school.
 - Governors challenge the senior leadership team, particularly about pupils' achievement and the difference additional funding for disadvantaged pupils is making to pupils' achievements. Governors are usefully linked to key areas and check the quality of the school's work regularly. They have not shied away from tackling potentially sensitive issues, such as staff restructuring and reorganisation.
 - The arrangements for safeguarding are effective. Staff have received up-to-date safeguarding training

and know what action the school expects them to take should any safeguarding concerns arise. They are aware of the latest guidance, including how to recognise pupils who may be at risk of extremism and radicalisation. Child protection referrals are followed up in a timely manner and highly effective multi-agency work takes place. Stringent checks on staff are made prior to their employment and are accurately recorded on the single central record.

Quality of teaching, learning and assessment is good

- Since the last inspection, the quality of teaching, learning and assessment has improved. Pupils make better progress as a result of good teaching. In key stages 3 and 4, teaching has improved pupils' learning in English, mathematics, science and most other subjects. However, it does not always challenge the most able pupils to reach the high standards of which they are capable.
- Relationships between teachers and pupils are positive. Pupils respect their teachers and engage well in their learning. Teachers reflect on their own effectiveness and are keen to develop their practice. They told inspectors about how useful they had found the training they receive and feel valued by senior leaders. Questioning is used well to explore concepts and improve pupils' understanding of the topics being covered.
- The school's support for newly qualified and trainee teachers is a particular strength. As a result, newly arrived staff are all staying on at the school next year.
- Teaching in English is increasingly effective. Pupils are well prepared for their examinations and teachers use a wide range of strategies to ensure that pupils gain a good understanding of the key concepts of language and a good grasp of literature. Particularly strong examples of feedback were seen in English. Pupils' good use of teachers' feedback to write more in-depth descriptions of characters or to develop precision in applying grammatical rules in poetry enabled better quality work to be produced.
- The quality of teaching in mathematics is improving. Senior leaders have ensured that the quality of teaching has been well supported and they have recruited a new subject leader for September 2016. The work in pupils' books shows that they previously struggled with their work. They are now making much better progress, however, because teachers encourage them to collaborate and to show their working, rather than simply check whether the answer was right or wrong.
- Teachers have access to up-to-date information on pupils' current levels of achievement. In nearly all cases, they use this information effectively in their planning and their classroom teaching to encourage and support pupils to do as well as they can. There are some exceptions where the most able are not sufficiently stretched. Class teachers assess pupils' skills and knowledge and leaders check that these assessments are accurate.
- The quality of marking has improved since the last inspection. Teachers follow the school's policy on giving feedback to pupils on their work.
- Literacy development, especially for those pupils who have gaps in their learning, is good. This is because there is an accurate identification of pupils' needs, precise planning to help them improve and a range of creative activities to enable them catch up.
- Homework is set regularly across almost all subjects. However, the work set is sometimes not well matched to the abilities of pupils, particularly the most able. It does not sufficiently consolidate their learning beyond what they learn in school.
- Experienced teaching assistants help pupils who have special educational needs or disability to understand their work and make good progress. Occasionally, less collaborative planning between teachers and teaching assistants leads to these pupils making limited progress.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils feel well supported by their school and describe the sense of community it provides for them. Attitudes towards learning are very mature and pupils are very cooperative when working together in lessons. Many support each other in their learning and revision.

- Pupils are polite, respectful and a delight to talk with. Pupils feel safe and well looked after. They are confident about raising concerns with staff, knowing that staff will deal with these promptly. They know how to stay safe online and there are strict reprimands for any pupils found to be using mobile phones in school.
- There are many opportunities for pupils to develop their leadership skills as 'pupil parliament' representatives, prefects, head boy or girl, or as sports leaders. They also take part in the recruitment of staff, alongside governors. The pupil parliament has recently organised all the thoughts and feelings at Leytonstone into a set of clear values for pupils and staff. Consequently, pupils are knowledgeable about democracy and have a strong sense of right and wrong.
- Pupils also have the opportunity to explore their place in modern Britain in tutor time and assemblies. Pupils know that using derogatory language is wrong. They respect each other's different beliefs, including the rights of others to access provision for prayer within the school.
- Transition from pupils' primary schools to Year 7 is well managed. Pupils receive good-quality guidance when choosing their optional subjects at the end of Year 9. High-quality advice and guidance are also provided for pupils to help them into the next stage of their education.
- The school carries out regular surveys to find out about emerging trends and respond to pupils' concerns. Members of the pupil parliament told inspectors that they feel as if their opinions make a difference to the school. Pupils are proud of their school.

Behaviour

- The behaviour of pupils is good. Pupils want to do well in lessons and they are very appreciative of the support offered to them.
- Pupils move around the school calmly and sensibly. They appreciate the newly built facilities across the school and use these appropriately. Pupils are well behaved in the dining areas and open spaces. They interact well with each other during social time.
- School records show that the number of behaviour-related incidents around the site and in lessons has declined. Although a small minority of pupils expressed a concern about bullying, they generally say that when it does occur, it is dealt with effectively by staff.
- Attendance is above the national average. The attendance of different groups of pupils varies but, for all groups, it is close to or above the relevant national average.

Outcomes for pupils

are good

- Pupils join the school with broadly average attainment. Their achievement is improving across a wide range of subjects. This is because the teaching they receive has steadily improved.
- The proportion of pupils gaining five or more GCSE grades A* to C, including in English and mathematics, was below the national average in 2015. Current information shows that considerable improvement is expected in 2016. The school has undertaken a rigorous quality assurance of current outcomes through an extensive programme of marking and moderation by experienced external markers and moderators throughout the year.
- In 2015, the proportions of pupils making expected progress and making more than expected progress in English were similar to the national figures. In mathematics, however, a lower proportion made expected or more than expected progress compared with national figures. Accordingly, the school has put measures in place to ensure that all pupils are suitably stretched, particularly in mathematics. Inspectors' scrutiny of pupils' books across all subjects and years supports the school's view that progress is improving.
- Over three years, the progress made by disadvantaged pupils has gradually improved in both English and mathematics. Current information shows that these pupils are making better progress than previously. Additional funding is used effectively to purchase additional resources, and provide small-group work and well-targeted mentoring. The gaps in attainment between these pupils and that of others nationally are closing.
- Pupils who have special educational needs or disability improved their performance in 2015. They benefit from well-planned provision based on clear analysis of individual needs.
- Pupils who join the school who are at the very early stages of learning English benefit from reading sessions that help them build their knowledge of phonics (the link between letters and the sounds they

represent). As a result, they develop reading skills in English as well as their knowledge of English vocabulary.

- Improvements to the curriculum for reading have had a marked effect on pupils' better reading outcomes since the previous inspection. Well-chosen books and daily reading activities tailored to pupils' abilities encourage pupils' enjoyment of reading and writing. Better promotion of literacy is helping pupils do better in other subjects.

School details

Unique reference number	103101
Local authority	Walthamstow
Inspection number	10011892

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

Type of school	Comprehensive
School category	Community
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	862
Appropriate authority	The governing body
Chair	Siobhan Walsh
Headteacher	Grainne Smyth
Telephone number	020 8988 7420
Website	www.leytonstoneschool.org
Email address	school@leytonstone.waltham.sch.uk
Date of previous inspection	8 January 2014

Information about this school

- The school is smaller than the average-sized secondary school.
- The school is ethnically very diverse. The largest groups are from Pakistani, Other White, White British and Black Caribbean background. There are more boys than girls.
- The proportion of pupils who speak English as an additional language is very high.
- The proportion of pupils who have special educational needs or disability is below the national average.
- The proportion of disadvantaged pupils supported through pupil premium funding is above the national average. The pupil premium is additional government funding to support those pupils who are known to be eligible for free school meals or are looked after by the local authority.
- A number of pupils in Year 7 are supported through catch-up funding for pupils who did not achieve Level 4 in English or mathematics at the end of primary school.
- The school does not make use of any alternative educational provision off the school site.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- Since the previous inspection, there have been a number of appointments to leadership positions, including a new headteacher in September 2014 and a new deputy headteacher in January 2016.
- The school meets requirements on the publication of specified information on its website.

Information about this inspection

- The inspectors observed teaching and learning in a range of lessons in all year groups, as well as the teaching of small groups of pupils. Each inspector carried out lesson observations and learning walks jointly with members of the leadership team.
- Inspectors looked carefully at pupils' work in books, both during classroom visits and as a separate activity. They talked with pupils in lessons as well as informally around the school, and held four discussion meetings with pupils of all ages.
- Inspectors considered 75 responses to the Ofsted online questionnaire (Parent View), as well as responses to inspection questionnaires completed by 150 pupils and 75 members of staff. The school's own survey of pupils' views and comments was also analysed.
- A meeting was held with four governors, including the co-chairs of the governing body. Inspectors met with senior leaders and a range of subject and other middle leaders. Meetings were also held with the representative of the local authority who has been supporting the school.
- Inspectors took notes of displays and project work completed by pupils around the school. They examined a range of documents, including the school's reviews of its own performance, checks on the quality of teaching, development plans, safeguarding documentation, information about pupils' progress and various records of pupils' attendance and behaviour.

Inspection team

Desmond Dunne, lead inspector	Ofsted Inspector
Rachel Clarke	Ofsted Inspector
Janet Shadick	Ofsted Inspector
Janice Howkins	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2016

