

# Norlington School for Boys

Norlington Road, Leyton, London, E10 6JZ

**Inspection dates** 12–13 September 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Students make excellent progress in mathematics and science but good progress in English.
- Most teachers plan engaging lessons with creative resources and there are many opportunities for collaborative work, peer discussions and interactions.
- Most lessons are planned with a numeracy link and there are many discussions around mathematical concepts.
- Students behave well in lessons and around the school. They enjoy coming to school and are punctual to school and lessons.
- Students' books are marked regularly with detailed feedback from teachers and they are given many opportunities to improve their work.
- Students enjoy a wide range of subjects and the many enrichment activities or sports develop their social skills well and enable them to make independent and mature decisions.
- The headteacher, governors and senior leaders have high expectations of the students and monitor teaching regularly and accurately. Consequently, the quality of teaching is good and students achieve well.
- Leaders ensure that there is a range of subjects that challenge students and enable them to further their education.
- The pupil premium funding is used effectively to ensure that eligible students do as well as their peers. Throughout the school they make better progress than their peers.

### It is not yet an outstanding school because

- Students' progress in English is not as rapid as in mathematics and science.
- There is sometimes not enough support in lessons to develop students' literacy skills.
- There are insufficient opportunities for students to explore different ways in which meaning is conveyed in a text.
- Some activities or tasks in lessons do not always meet the needs of the most able and provide appropriate challenge.

## Information about this inspection

- The inspection team observed 30 lessons, of which most were joint observations with the senior leadership team.
- Meetings were held with the headteacher, various senior leaders, staff and members of the governing body.
- Inspectors considered the views of parents and carers as expressed in the school’s internal questionnaire. There were very few responses to the online questionnaire (Parent View).
- The inspectors formally interviewed a small group of students from every year group. They also listened to some students read.
- The inspection team met with the local authority’s school improvement consultant to discuss students’ progress and the developments in the school since the last inspection.
- Inspectors examined a number of documents, including the school’s information on students’ current progress, the minutes of governors’ meetings, and planning and monitoring documentation. They looked at attendance and exclusion figures.
- At the time of the inspection, students had very new books and leaders provided a sample of books from the previous academic year for English, music and science.

## Inspection team

Janice Williams, Lead inspector

Additional Inspector

Joanna Jones

Additional Inspector

Samuel Ofori-Kyereh

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized secondary school.
- Approximately a third of the students are eligible for support through the pupil premium, which provides additional funding for children in the care of the local authority, those known to be eligible for free school meals and the children of service families. This figure is well above the national average. There are very few students in the care of the local authority and none from service families.
- The proportion of students who speak English as an additional language is well above the national average.
- A tiny number of students are from White British backgrounds and most are of Pakistani, Black Caribbean and any other Asian heritage.
- The proportion of disabled students and those who have special educational needs supported at school action is slightly below the national average, and the proportion supported at school action plus or with a statement of special educational needs is well above the national figure.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.
- There are currently no students who attend off-site alternative provision either on a full- or part-time basis.
- The school's buildings are over 100 years old and the playground is very small.

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

- Improve the proportion of outstanding teaching by:
  - providing more support to develop students' literacy skills so that they are more confident in using and applying subject specific vocabulary
  - ensuring that there are more opportunities for students to explore different ways in which meaning is conveyed in a text
  - ensuring that tasks and activities in lessons meet the needs of the most able and challenge them to extend their knowledge and skills, especially in English.
- Accelerate students' achievement in English to match their accelerated progress in mathematics and science by:
  - using early assessment information more effectively to identify and plan appropriate tasks and activities for all students
  - improving students' reading skills by providing more opportunities for them to use clues from the text to understand what they are reading.

## Inspection judgements

### The achievement of pupils

is good

- Achievement is good because students make exceptional progress in mathematics and science, but their progress in English is not as strong.
- Students enter Year 7 with variable attainment. Sometimes their attainment is similar to the national average and at other times it is below. When they enter the school, their attainment is often much lower in English than in mathematics.
- At the end of Year 11, students make good or better progress in most subjects, especially in mathematics and science. In previous years, the students did not attain the higher grades in art and design, English language, English literature, history, physical education and statistics. Leaders have worked very hard to address this issue and in the most recent examinations, there has been an increase in students attaining the higher GCSE grades.
- The most able students throughout the school continuously make better progress than their peers especially in mathematics. Their progress in English is sometimes not as strong.
- In Key Stages 3 and 4, students make excellent progress in mathematics and science but only good progress in English because initial baseline assessment information is not used more rigorously to identify and plan appropriate tasks and activities for all students.
- In the most recent examinations, leaders have ensured that a few students were entered for the English Baccalaureate and their attainment is either broadly similar to or above the national average in most areas especially in mathematics, science, languages and the humanities.
- Throughout the school, students known to be eligible for free school meals make better progress than their peers in all subjects and across all year groups. In 2012, students known to be eligible for free school meals attained higher than their peers in GCSE English and mathematics. Their attainment is significantly above the national figure in both subjects.
- Most disabled students and those with special educational needs generally do as well as their peers but a few do less well in mathematics. In Key Stage 3, most make similar progress to their peers because of changes in the school assessment cycle where both students and parents and carers are involved in the regular review meetings and, as a result, more effective support strategies have been put in place to accelerate their progress.
- Most students who speak English as an additional language and those in receipt of the Year 7 catch-up premium make similar progress to their peers in English and mathematics.
- Most students sit all their examinations at the end of Year 11. Some sit the GCSE mathematics paper earlier in Year 11 and this has resulted in their excellent progress in mathematics.
- Most students read often and with expression but some still struggle with using clues from the text to understand what they are reading. As a result, some are still not fluent readers.

### The quality of teaching

is good

- The quality of teaching is good because in most lessons students are clear about what they are learning and they are engaged in the activities or tasks.
- In many lessons, there are opportunities for students to discuss and share ideas with their peers so that they achieve well and make good progress.
- Many teachers provide students with detailed explanations of tasks. They skilfully question students and there is effective verbal feedback to students in lessons.
- There are many interesting resources in lessons that motivate students to attempt various activities. In a Year 11 graphics lesson, students explored the importance and effectiveness of logo sizes and design. They made good progress in creating their own logo and had their peers and adults in the room guess the representation of the image created. The lesson engaged students because there was constant reference to mathematical terminology and many opportunities for them to discuss the importance of distance and simplicity in designing a logo.
- In an outstanding Year 9 mathematics lesson, the teacher had excellent subject knowledge and

modelled solutions well so students could use the examples to confidently solve problems. They made rapid progress because the pace was brisk and the work was well suited to their abilities.

- Although most teachers set challenging tasks and activities that often extend students' learning, a few teachers do not use assessment information often or effectively enough to plan tasks and activities that challenge and extend the knowledge and skills of the more able.
- In some lessons there is insufficient support to develop students' literacy skills and they are sometimes not confident in using and applying specific vocabulary in lessons. In a few English lessons students were unable to improve their work by using mature or sophisticated vocabulary because there were no thesauruses in the lessons.
- In a few lessons, there are insufficient opportunities for students to explore the text and discuss possible meanings that are conveyed with different sentence structures or organisation of a text.
- Students' books are marked regularly with detailed feedback on areas of the work that was done well and areas to improve are also identified. In many lessons, they respond to the feedback received and are given the opportunity to redraft and improve their work.

### **The behaviour and safety of pupils are good**

- Behaviour and safety are good because students are respectful and polite in lessons and around the school. When behaviour is less than good in lessons, this is as a result of occasional weaker teaching where the tasks and activities do not meet the needs of all students.
- Behaviour expectations are fully understood by students and reinforced by all teachers and senior leaders through regular reminders.
- Students say there are no incidences of any type of bullying including cyber bullying and if there is an occurrence, they are confident that they can talk to a staff member and something would be done to stop or prevent any further incidences.
- The students interviewed all agreed that there was no trace of homophobic abusive comments and they get along well with their peers.
- The large majority of students have very positive attitudes to their learning. They say there are a few instances of underlying disruptive chatter if lessons are not interesting. They are very mature in their thinking and are eager to learn. They have a clear understanding that learning is lost when too much off-task talking occurs.
- Students attend school regularly and their attendance is above the national average. Persistent absence has fallen substantially and there have been no permanent exclusions. In all the lessons seen, most students were present and there is a good rapport between students and teachers.
- Punctuality is a high priority and leaders monitor this very closely. Consequently, most students are punctual to school and lessons.
- During break and lunchtimes, students from different backgrounds relate well to each other and accept their differences. All are treated equally and they use their small playground space well. They enjoy playing football together and debating in small groups. They play safely and respond promptly to join queues when it is time for lessons.
- The vast majority of the parents and carers who responded to Parent View all agree that their children are safe, well looked after and make good progress in the school.

### **The leadership and management are good**

- Leadership and management are good because leaders have a relentless drive for continuous improvement.
- The headteacher is aptly supported by a good senior leadership team. Checks on teaching are regular and generally accurate; the areas identified for teachers to improve are very developmental. Consequently, the quality of teaching in the school has improved since the last inspection and the stronger departments produce excellent results in mathematics and science.
- The headteacher is very knowledgeable about information that should be collected on students' progress and keeps detailed tracking sheets to monitor students' progress across the school.
- Leaders have high expectations and are constantly using their detailed tracking systems to

identify areas where they need to improve; the strategies they implement are effective in ensuring that more students gain the higher grades in GCSE and there is a continuous focus on the progress of the most able students.

- Leaders have successfully addressed the areas identified for improvement since the last inspection. They have invested a lot of time and effort in ensuring that students have equal opportunities to make good or better progress in English and mathematics because they receive high-quality feedback from teachers.
- Self-evaluation is accurate and leaders have taken appropriate actions, through the performance management system, to eradicate weaker teaching and a good support programme is in place for newly qualified teachers.
- Middle leaders are more effective in their roles and rigorously monitor students' progress.
- Governors and leaders have changed the curriculum to offer more challenging GCSE subjects so students have better opportunities to successfully gain a place in institutions of higher education.
- Students' physical well-being is developed well. The physical education department is well led and utilises the limited space in the playground. There are many sporting activities on offer in and outside of the school. Clubs are offered to students in the morning, at lunchtimes and after school. The morning sports clubs help to improve students' attendance because they arrive early to participate in the clubs. Students' social and cultural skills are well developed as the many activities promote teamwork and team-building skills.
- Students' spiritual, moral, social and cultural development is promoted well. The wide range of subjects on offer provides topics that encourage engagement, interaction, reflection and in most lessons the mathematics specialism is evident in the wealth of numeracy activities and mathematical terminology that are continuously discussed. Students' social skills are developed well and many take part in fund-raising events for charities.
- Leaders have worked well with the local authority to analyse information on students' progress to identify areas for development and their partnerships with other schools have been effective in improving teaching.
- The pupil premium funding has been used effectively to provide one-to-one and small group support in English, literacy and mathematics, to reduce some class sizes, provide increased access to learning a musical instrument and provide careers advice.
- **The governance of the school:**
  - The governing body is dedicated to the school and has focused on improving the curriculum so that it is more challenging. Governors have worked hard to eradicate the large deficit in the school's budget. They have monitored the spending of the pupil premium funding and know that students eligible for free school meals make better progress than their peers. They know how the school compares to other schools nationally. Governors are aware of the performance management systems in the school and are involved in the headteacher's appraisal. They know that good teaching and leadership are rewarded, with some stronger heads of departments taking on additional responsibilities. The school has received a letter from the Minister of State for Schools congratulating them on the progress of their free school meals students in English and mathematics. Governors have done a skills audit which they have used to identify additional training needs and have attended training courses. They have created their own induction booklet for new governors. They are aware of the performance management systems in the school and receive detailed information from leaders about students' progress but they do not rigorously investigate the accuracy of the information. Governors ensure that safeguarding requirements are met.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	103098
<b>Local authority</b>	Waltham Forest
<b>Inspection number</b>	425568

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

<b>Type of school</b>	Secondary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Boys
<b>Number of pupils on the school roll</b>	444
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Stephen Pierpoint
<b>Headteacher</b>	John Hernandez
<b>Date of previous school inspection</b>	28–29 September 2011
<b>Telephone number</b>	02085393055
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