

Feltham Community College

Browells Lane, Feltham, TW13 7EF

Inspection dates 23–24 September 2014

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Good 2
Leadership and management	Good	2
Behaviour and safety of pupils	Good	2
Quality of teaching	Good	2
Achievement of pupils	Good	2
Sixth form provision	Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher is a tenacious leader who pursues an inspiring vision relentlessly.
- Governors share the headteacher’s ambitions for the school and are increasingly adept in their support. They challenge the school’s performance with rigour in almost all areas.
- A shared culture of outstanding care, compassion and ambition for all students permeates all areas of the school.
- Most groups of students make good progress, including those with special educational needs and those who speak English as an additional language.
- Students of all abilities make exceptional progress in English. The development of students’ literacy is a significant strength across all subjects.
- Teaching in most subjects is good, and occasionally it is outstanding.
- Teachers are supported extremely well. The school provides them with excellent training and development opportunities.
- Students are keen to learn and their behaviour in and out of lessons is good. There is a tangible atmosphere of mutual respect between adults and students throughout the school.
- The sixth form is good. Skilled, incisive leadership is securing good achievement for all students in an atmosphere of aspirational ambition.
- The school has excellent arrangements to keep students safe.

It is not yet an outstanding school because

- Achievement in mathematics, whilst improving strongly, is not yet outstanding.
- Leaders have not done enough to develop students’ numeracy skills across the curriculum.
- More able students do not make consistently good progress.
- Learning environments do not always contribute to students’ learning or promote their spiritual, moral, social and cultural development sufficiently well.

Information about this inspection

- Inspectors visited 41 lessons. They observed 13 jointly with the headteacher and members of the senior leadership team.
- Students' work in books was scrutinised.
- Discussions were held with the headteacher, staff, groups of students, and a representative of the local authority. Inspectors met with three members of the governing body.
- Inspectors listened to students read.
- Inspectors considered the views of parents through meeting with 10 of them. Insufficient responses were available from the online Ofsted questionnaire, Parent View, but seven paper responses were provided for inspectors during the inspection.
- Inspectors considered the views of the Ofsted staff survey questionnaire completed by 32 staff.
- Inspectors evaluated a wide range of documentation. They scrutinised the school development plan, minutes of governors' meetings, records of students' achievement, attendance and behaviour, and internal and external reviews of the school's performance.
- Inspectors scrutinised the school's arrangements for safeguarding and child protection.

Inspection team

Debbie Clinton, Lead inspector	Her Majesty's Inspector
Angela Corbett	Her Majesty's Inspector
Lynne Thorogood	Additional Inspector
Kanwaljit Singh	Additional Inspector

Full report

Information about this school

- Feltham Community College is an average-size secondary school.
- It converted to become an academy school in November 2011. When its predecessor school was last inspected, by Ofsted, it was judged to be good overall.
- The school has a specially resourced provision for up to 10 physically disabled students. It also has a separately resourced centre for students with autism. Currently, 10 disabled students attend the first centre and 15 students attend the second.
- The proportion of students from minority ethnic backgrounds is much higher than the national average. The largest ethnic group is White British. The next largest group is Black African.
- The proportion of disabled students or those with a statement of special educational needs is well above average, as is the number supported at school action plus. The proportion of students supported at school action is above the national average.
- The proportion of students eligible for pupil premium funding (which is additional government money for pupils who are entitled to free school meals or looked after by a local authority) is well above the national average.
- The school uses West Thames College as an alternative education provider for a very small number of Key Stage 4 students. Four sixth-form students follow courses at other schools in the local post-16 consortium.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve teaching so that more is outstanding and, in turn, secures students' higher attainment by:
 - increasing opportunities for students to structure more challenging learning tasks themselves
 - requiring that teachers plan activities which will make students probe their learning more deeply, especially the more able
 - improving all learning environments so that opportunities for wider learning are extended, especially in spiritual, moral, social and cultural dimensions.
- Raise students' achievement in mathematics to at least match that in English by:
 - strengthening the development of numeracy across the curriculum
 - building on the approaches used to firmly establish the development of literacy across the school
 - building further upon the recent improvements in mathematics' marking and assessment.

Inspection judgements

The leadership and management are good

- The headteacher models determination, tenacity and relentless ambition for her students. She is resolute in her belief that the students deserve the very best education this school can provide. This is a belief shared by all staff, evidenced in particular through the staff survey. As a consequence, students are fiercely loyal to their school.
- The headteacher's implacable focus on the very best is shared by her senior leaders. The moral purpose at the heart of the school can be seen in its outstanding care and compassion for its young people.
- Leaders have had marked success in improving the quality of teaching. Teachers and support staff speak eloquently about the quality of the school's training and development for them. As a consequence, teachers are courageous in trying out new ideas, and students appreciate such creativity. On the occasions when teaching is less than good, teachers are under no illusion that leaders will offer them strong support and equally effective challenge.
- Senior and middle leaders monitor the quality of teaching closely. The 'Feltham 5 Minute Lesson Plan' and 'Perfect Purple Weeks' are very effective frameworks against which students' learning and progress in lessons are measured. As a consequence, leaders at all levels have a clear understanding of what is working well and what needs to improve. This approach has been particularly effective in English and is beginning to work very well in mathematics. More able students are now making more rapid progress as a result of these strategies.
- Senior and middle leaders do not always use the large amount of available information about students' performance as forensically as they should. For example, leaders have not developed a coherent system for combining information about students' attendance, behaviour and achievement. This prevents them from seeing clear relationships between these key areas and thus from taking swifter action to arrest the underachievement of some students.
- Aspects of the school's curriculum are particularly strong. There are very clear progression pathways and choices available to students and their parents at key points in students' school careers. Students can make early curriculum choices at the end of Year 8 and then again in Years 9 and 11. This is underpinned by very effective careers information, advice and guidance. The increasing success of students in the sixth form progressing on to university degree courses is proving invaluable in the creating the culture of ambition and aspiration throughout the school. However, leaders have not done enough to strengthen learning displays, including in classrooms. As a result, staff do miss opportunities for enhancing students' spiritual, moral, social and cultural education.
- Leaders target students who are underachieving and put effective interventions in place. Students eligible for pupil premium and those with weak literacy skills make good, and sometimes exceptional, progress as a result of this high-quality support.
- The school makes a strong contribution to a number of local partnerships. This involvement has allowed the school to cherry pick from the very best local practice. One result of such partnerships is the rapid improvement in the quality of teaching through more frequent and more skilled monitoring by leaders.
- The headteacher has ensured that there are effective procedures in place to manage the performance of staff. Teachers' performance is closely linked to students' achievement. Evidence of staff performance is rigorously scrutinised by the headteacher before recommendations are made about pay progression to the governors.

■ The governance of the school:

- The governing body is increasingly adept in its challenge and support for the school. Governors bring a wide range of skill and expertise, including from business, financial management, retail management, education and the local community. They know the school's strengths and weaknesses well. They use a wide range of evidence with increasing confidence to assess the school's performance. Through their governing body 'Away Days', they undertake frequent, high quality training to improve their own skills, including recent training in safer staff recruitment and staff performance management.
- Governors scrutinise information about the quality of teaching and regularly question middle leaders on the relative success of the areas of the school they lead. However, they do not always focus so sharply on the progress different groups of students are making during the year, such as the most able, because some aspects of the school's planning lack precise success measures.
- Governors monitor the impact of pupil premium and Year 7 catch-up funding closely and challenge leaders to account for their impact on students' achievement.
- Governors regularly review statutory policies. They undertake their duties with diligence, including those relating to safeguarding and financial probity. They are fully involved in making decisions about teachers' pay.

The behaviour and safety of pupils are good

- The behaviour of students is good. The vast majority behave well in lessons and around the school. Older students are strong role models for younger students. Behaviour of students improves over time as they progress through the school. Year 11 students take on responsibilities keenly as 'lunch stewards' to direct, support and supervise younger students during lunchtimes.
- Students display good attitudes to learning. They are punctual to lessons and move around the school and between lessons swiftly and calmly. They are nearly always well equipped for their lessons. Very occasionally, a few students become distracted and engage in some low-level disruption in lessons; this slows down their progress. Some teachers do not insist that students' written work is presented to the highest possible standard. This is not serving all students well in preparing them for the world of work.
- The school has recently introduced a new uniform, which most students wear smartly. However, some students fail to take sufficient pride in their appearance. Similarly, while the school is largely litter free, some areas became untidy after break and lunchtimes. Some teachers do not keep their classrooms as ordered and tidy as they should be.
- Exclusion rates are declining. There have been very few permanent exclusions in the last three years. There are declining trends in the use of fixed-term exclusion and internal seclusion. Students are clear about what is poor behaviour and state that staff deal with it well when it occurs.
- Students understand the difference between right and wrong and show respect for all in their community. They value the school's diversity. They are clear that the school is not a place where any form of bullying or discrimination is tolerated. School records show that such incidents are rare and have declined in number.
- The use of alternative provision has a positive impact on the very small number of students who access it. The school closely monitors their progress and attendance.
- Attendance is improving, but overall attendance levels are slightly below national averages. However, leaders are taking urgent steps to improve it and this is having an impact. Students who had been persistently absent are now attending more regularly. The school is thorough in checking up on any missed days; something that was commented on by parents and students alike.
- The school's work to keep students safe and secure is good. Students have a well-developed understanding of risks, including those linked to using the internet. Students in the sixth form demonstrate a very sharp awareness of the dangers of radicalisation. Concern and respect for others are widespread. For example, students instinctively spot potential risks around the site for disabled students and routinely help them overcome any risk.
- The staff are tenacious in keeping students safe. Leaders ensure that frequent safeguarding training is provided for staff to keep them up to date. Students indicate that they would go to staff should they need help or feel unsafe, confident in the response they would receive.
- Staff and parents indicate that the school ensures high standards of behaviour and safety.

The quality of teaching**is good**

- Teaching over time is good. Some teaching is better than that, but not enough is outstanding.
- The school has invested a huge amount of time in building up teachers' skills. The impact of this investment is clear in the good progress the vast majority of students now make. The school is rightly focusing on ensuring that those who are more able are making more rapid progress.
- Marking is good in most subjects; but, in some instances, teachers do not indicate consistently to students exactly how to improve their work or, then, ensure that they do so.
- Good working relationships within all lessons underpin all activities. A rigorous, subject-wide approach to the teaching and learning of literacy is a significant strength of the school. The specific teaching of literacy skills is having a marked impact on the progress most students make in lessons. In a Year 10 English lesson, students made very good progress in learning about full-sentence construction. They were successful because of the teacher's technical skill in creating 'building blocks' to explain the complex mechanics of writing long sentences.
- Most teachers have good subject knowledge and use this skilfully to ensure that students make at least good progress in their lessons. However, the skill and confidence with which teachers in all subjects swiftly develop and sustain students' literacy skills are not matched with the same excellence in the development of numeracy and some basic mathematical skills.
- Students make the most rapid gains in skills and subject knowledge when teachers plan activities which challenge them. In most lessons, the level of challenge is pitched at the correct levels, given the ability and potential of the students. However, occasionally, lessons do not provide enough challenge, especially for the more able. Sometimes, the activities are too structured and this does not give more able students sufficient opportunities to explore and deepen their learning.
- The quality of homework is improving and helping students to learn well. The timetabling of the 'Prep' period on three days per week is universally popular with students, staff and parents. Through targeted tasks, teachers and other staff are able to challenge students to extend their learning. Students say there is 'no escape' from Prep – as do their parents. As a result, the quality and quantity of homework set and completed is helping students to learn well, beyond their lessons.
- Students, including those with special educational needs and those who speak English as an additional language, make good progress over time because they are given effective support by highly skilled adults. Students who access any of the additional resource centres in the school benefit hugely from the targeted support they receive. For example, disabled students make good progress because of the learning planned for them which is tailored carefully to every student.

The achievement of pupils**is good**

- From very low starting points in Year 7, most students achieve results which are below national averages. The proportion of students achieving five A* to C grades, including English and mathematics, declined in 2014. Information about students' current attainment shows that the school is being successful in turning this around.
- While students' attainment is a challenge for the school, the vast majority of students make good progress in the vast majority of subjects. Students make very good progress in modern foreign languages and science and good progress in mathematics.
- Students are beginning to attain well in mathematics, having not done so in recent years. Mathematics results in 2014 show an improvement on 2013. The school's tracking data, along with evidence in students' books and lessons, show promising signs of further improvement in 2015. The improvement in mathematics is the result of decisive action taken by leaders following significant problems in recruiting mathematics teachers in 2013.
- The vast majority of students, including those eligible for the pupil premium, make excellent progress in English. This is the result of a tenacious focus on literacy across the school, combined with very good, and sometimes outstanding, teaching.
- Students who are eligible for the pupil premium are making good progress. In 2013, the attainment gap between students eligible for the pupil premium and other students at the school was, on average, above half a grade. GCSE results for 2014 show that this gap narrowed to half a grade. This narrowing of the gap is the result of the school's tenacious determination to combat disadvantage for all such students.
- Most-able students have made average progress over time across most subjects, including English and mathematics. However, they are now making more rapid progress because there is more effective challenge for them in most lessons.

- The great majority of students from minority ethnic backgrounds, including those who speak English as an additional language, make good progress. The school's tracking information shows that where gaps exist between groups they are closing across year groups and subjects.
- Upon joining the school, students receive effective support to enable them to develop their reading, writing and communication skills. Through effective spending of the Year 7 catch-up funding, the school has very strong support in place for students who struggle with basic skills. Students make rapid gains as a result of this additional help. The gap between the progress made by these students and others narrows quickly.
- The school's passionate commitment to equality of opportunity for all is evident in the progress made by disabled students and those with special educational needs. These students make good progress from their individual starting points. Along with most other students, they make especially strong gains in English. The work of the two specialist resource centres is particularly effective; highly skilled teaching ensures rapid progress for all students. For example, students taught in the specialist Arc Centre respond beautifully to very calm, highly disciplined teaching which makes them feel safe. Consequently, these students make consistently good progress.

The sixth form provision

is good

- Standards of attainment for most students are at least in line with national rates. However, outcomes are improving and the accurate tracking systems in the sixth form indicate that improvements will be sustained. Leaders are correct in giving increased attention to the achievement of the very top grades in all subjects. The higher grade A-level performance rose substantially in 2014 and is a key target for further improvement in 2015.
- Along with improving results in A-level and vocational courses, students are increasingly successful in attaining GCSE English and mathematics when they have not done so in Year 11. Whilst achievement in mathematics is not as strong as in English, the rapidly improving teaching of mathematics throughout the school is making a difference.
- The curriculum, in line with the main school, provides diverse, ambitious pathways for all students. Study programmes are bespoke to every learner and this skilled provision results in rapidly improving attainment and high retention levels.
- Retention rates are well above the national average. Large numbers of Year 11 students apply successfully for the sixth form and the vast majority of those continue through from Year 12 to Year 13.
- Students in the sixth form enjoy excellent careers education, advice and guidance. Along with the rest of the school, such advice is tailored well to their individual needs. As a result, the proportion of students progressing on to higher education, including increasing numbers to the Russell Group of universities, is at record levels for the school. As one sixth form student described, 'We learn how to leave school.'
- Students describe some teaching in the sixth form as 'top notch' and inspectors agree. Leaders' development of the '6 pedagogies' is improving teaching rapidly. Leaders are right to continue to dissect sixth form teaching in this way. Such scrutiny is leading to increased success for students. In an AS philosophy lesson, such skills developed by the teacher resulted in most students making very good progress, with only the most able needing to be provided with different opportunities to deepen their own learning.
- In line with students in the rest of the school, sixth form students would like to be provided with more opportunities to exercise leadership and responsibility. Leaders have listened to this and have implemented a new programme for sixth form students to mentor students in the lower part of the school who speak English as an additional language.
- Students have a very well developed sense of risk. Their mature analysis of all aspects of safeguarding reflects teachers' and leaders' strong planning for this. Students also have a strong sense of fundamental British values. This is obvious, as it is in the rest of the school, from the relationships between all in the school community – so clearly based on tolerance and mutual respect.

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

Unique reference number	137618
Local authority	Hounslow
Inspection number	448872

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

Type of school	Secondary
School category	Academy Converter
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	991
Of which, number on roll in sixth form	152
Appropriate authority	The governing body
Chair	Nick Grant
Headteacher	Victoria Eadie
Date of previous school inspection	Not previously inspected
Telephone number	020 8831 3000
Fax number	020 8751 4914
Email address	info@felthamcc.org

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